

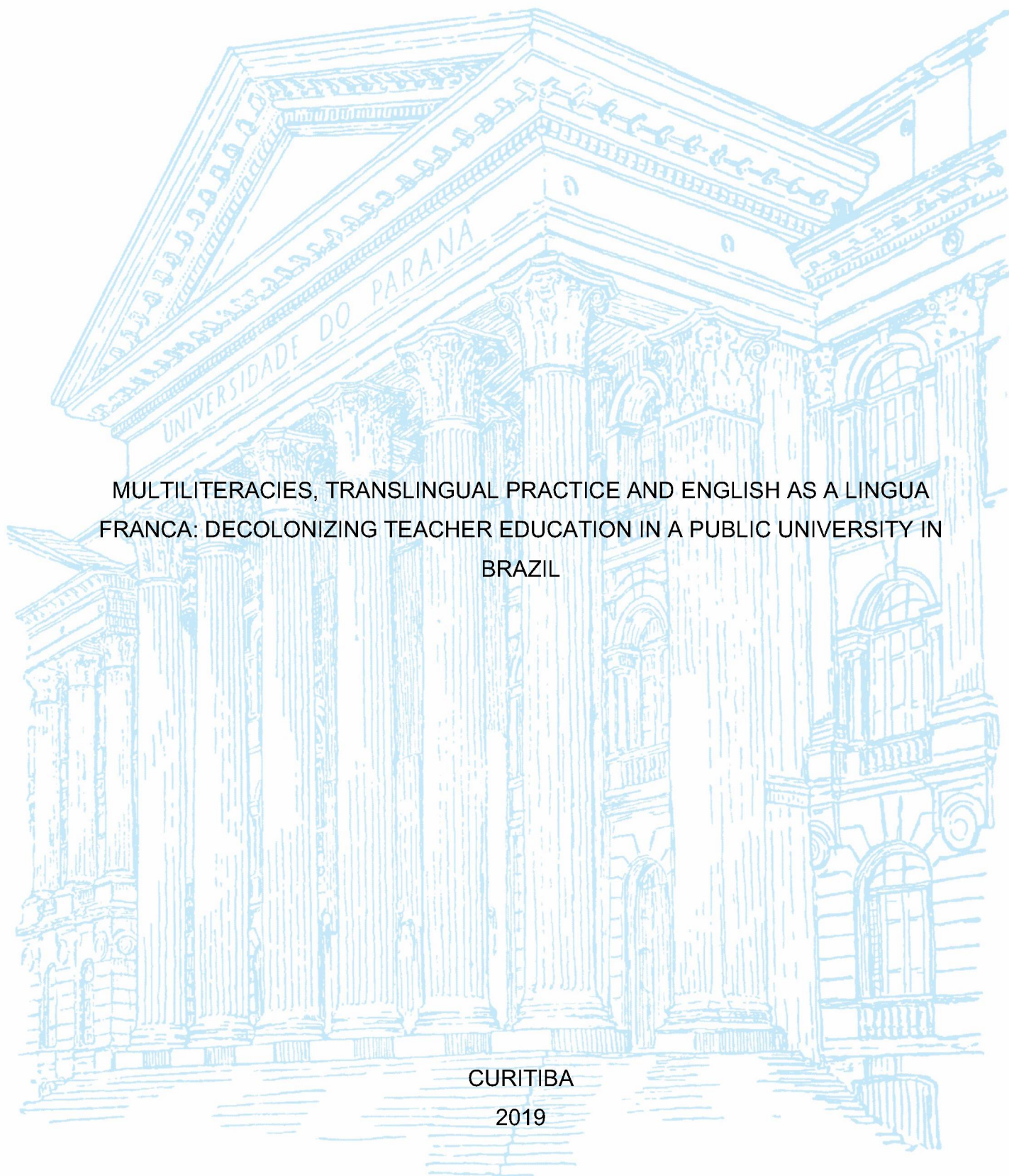
UNIVERSIDADE FEDERAL DO PARANÁ

ISABEL CRISTINA VOLLET MARSON

MULTILITERACIES, TRANSLINGUAL PRACTICE AND ENGLISH AS A LINGUA  
FRANCA: DECOLONIZING TEACHER EDUCATION IN A PUBLIC UNIVERSITY IN  
BRAZIL

CURITIBA

2019



ISABEL CRISTINA VOLLET MARSON

MULTILITERACIES, TRANSLINGUAL PRACTICE AND ENGLISH AS A LINGUA  
FRANCA: DECOLONIZING TEACHER EDUCATION IN A PUBLIC UNIVERSITY IN  
BRAZIL

Tese apresentada ao curso de Pós-Graduação em  
Letras, Setor de Humanas, Letras e Artes,  
Universidade Federal do Paraná, como requisito  
parcial à obtenção do título de Doutor em Letras.

Orientadora: Prof.<sup>a</sup> Dr.<sup>a</sup> Clarissa Menezes Jordão.

CURITIBA

2019

FICHA CATALOGRÁFICA ELABORADA PELO SISTEMA DE BIBLIOTECAS/UFPR –  
BIBLIOTECA DE CIÊNCIAS HUMANAS COM OS DADOS FORNECIDOS PELO AUTOR

Fernanda Emanoéla Nogueira – CRB 9/1607

Marson, Isabel Cristina Vollet

Multiliteracies, translingual practice and english as a lingua franca :  
decolonizing teacher education in a public university in Brazil. / Isabel  
Cristina Vollet Marson. – Curitiba, 2019.

Tese (Doutorado em Letras) – Setor de Ciências Humanas da  
Universidade Federal do Paraná.

Orientadora : Profª. Drª. Clarissa Menezes Jordão

1. Língua inglesa – Formação de professores. 2. Língua inglesa –  
Estudo e ensino. 3. Língua franca (Inglês). I. Jordão, Clarissa Menezes,  
1963 -. II. Título.

CDD – 428.24




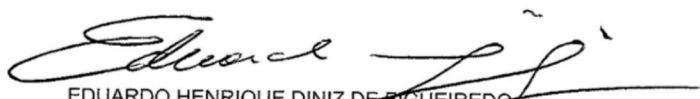
MINISTÉRIO DA EDUCAÇÃO  
SETOR DE CIÊNCIAS HUMANAS  
UNIVERSIDADE FEDERAL DO PARANÁ  
PRÓ-REITORIA DE PESQUISA E PÓS-GRADUAÇÃO  
PROGRAMA DE PÓS-GRADUAÇÃO LETRAS -  
40001016016P7

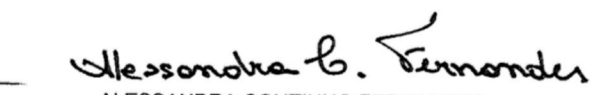
## TERMO DE APROVAÇÃO

Os membros da Banca Examinadora designada pelo Colegiado do Programa de Pós-Graduação em LETRAS da Universidade Federal do Paraná foram convocados para realizar a arguição da tese de Doutorado de **ISABEL CRISTINA VOLLET MARSON** intitulada: **Multiliteracies, translingual practice and English as a Lingua Franca: decolonizing teacher education in a public university in Brazil**, sob orientação da Profa. Dra. CLARISSA MENEZES JORDÃO, que após terem inquirido a aluna e realizada a avaliação do trabalho, são de parecer pela sua Aprovação no rito de defesa.

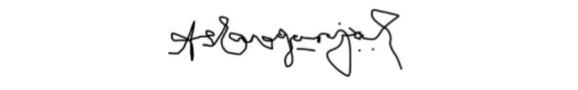
CURITIBA, 19 de Novembro de 2019.

  
CLARISSA MENEZES JORDÃO  
Presidente da Banca Examinadora

  
EDUARDO HENRIQUE DINIZ DE FIGUEIREDO  
Avaliador Interno (UNIVERSIDADE FEDERAL DO PARANÁ)

  
ALESSANDRA COUTINHO FERNANDES  
Avaliador Externo (UNIVERSIDADE FEDERAL DO PARANÁ)

  
WALKYRIA MARIA MONTE MOR  
Avaliador Externo (UNIVERSIDADE DE SÃO PAULO)

  
ATHELSTAN SURESH CANAGARAJAH  
Avaliador Externo (PENNSYLVANIA STATE UNIVERSITY)



*“A minha mãe, meu modelo de vida,  
minha inspiração para construir um  
mundo melhor. Saudade sem fim”.*

*“To my mother, my role model, my  
inspiration to build a better world. I miss  
you forever”.*

## ACKNOWLEDGMENTS

The completion of this dissertation would not have been possible without the support and love of many people.

First, I would like to thank God, who guides me every day in my life.

I would like to repay my deepest gratitude to my lovely husband, Marco Antonio Marson, who has encouraged me to study, to follow my dreams, and to my daughter, Gabriela, for her advice, motivation and love. I am also very grateful to my son, Marco Antonio, for his support, happiness and love. I also would like to thank my parents, my father Sidinei and my mother Isabel (*in memorian*), who would be proud of me for writing this dissertation, and all my relatives who gave me strength to go on, I love you all!

I would like to express my gratitude to my academic advisor, Dr. Clarissa Jordão, for her guidance, inspiration, patience and constant encouragement throughout my doctoral studies at the *Graduate Program in Languages and Literatures at Federal University of Paraná – UFPR*. She really believed in me as researcher and encouraged me to think critically, gave me confidence to study abroad in the Doctoral Dissertation Research Award<sup>1</sup> from the *Coordination for the Improvement of Higher Education Personnel – CAPES*, and was friendly to me during the whole time. Her generous help and her pertinent and enriching comments were certainly essential for my personal and academic growth. Since I was admitted to the program, I realized that she was a special professor both personally and academically, so I could not be in better hands.

I am deeply grateful to my advisor abroad, Dr. Suresh Canagarajah, who received me as a visiting scholar in the Applied Linguistics program at Penn State, advised me in the research study, helped me gain further insights on theoretical perspectives on literacy, English as a lingua franca, and methodological tools; also, he allowed me to attend scholar groups on campus, such as Migration Studies Project, and share theoretical underpinnings with other scholars at Penn State. I also would like to thank Dr. Suresh Canagarajah for accepting my invitation to be one of the committee members of my dissertation defense.

---

<sup>1</sup> I was awarded for a six-month scholarship funded by Coordination for the Improvement of Higher Education Personnel (CAPES), at Penn State University from August 2018 to February 2019.

My deepest gratitude to my committee members, Dr. Suresh Canagarajah, Dr. Walkyria Monte Mór, Dr. Eduardo Henrique Diniz de Figueiredo and Dr. Alessandra Coutinho Fernandes, for their advice in my dissertation. Their critical questions enriched my work.

I would like to thank the State University of Ponta Grossa – UEPG, university where I work, which allowed me to accomplish my doctoral dissertation. I also thank all those professors of the Department of Language Studies, who kindly contributed to my doctorate accomplishment, teaching my classes while I was abroad.

My special thanks for all the research participants, professors and undergraduate students, who generously allowed me to generate data. This dissertation would not have been possible without their help.

I am grateful for the support of CAPES in the PDSE (*Programa de Doutorado Sanduíche no exterior*), which provided me with funds to spend six months at the Pennsylvania State University, and to the *Program in Languages and Literatures at Federal University of Parana*, which supported me during my doctorate.

In addition, I would like to express my gratitude to my colleagues from the graduate program at UFPR, especially the ones who participate in the *Identity and Reading*<sup>2</sup> group. Thank you for sharing thoughts, perspectives, books and laughs. Also, I wish to thank Dr. Angela Walesko for encouraging me to do this dissertation and Ms. Jhuliane Silva for reading my dissertation draft.

I would like to thank Miss Keterine Alves Guilherme, who helped me with the transcription of audio interviews.

I am also grateful to all my friends at Penn State. I had a wonderful experience abroad. I appreciate everyone's support to finish my PhD research!

---

<sup>2</sup> "Identidade e Leitura".

"There is no such thing as teaching without research and research without teaching. One inhabits the body of the other. As I teach, I continue to search and re-search. I teach because I search, because I question, and because I submit myself to questioning. I research because I notice things, take cognizance of them. And in so doing, I intervene. And intervening, I educate and educate myself. I do research so as to know what I do not yet know and to communicate and proclaim what I discover"(FREIRE, 1998, p.35).

## RESUMO

Esta pesquisa qualitativa de cunho etnográfico se foca na área de formação de professores e nos desafios impostos aos educadores envolvendo os multiletramentos (MONTE MÓR, 2015; COPE and KALANTZIS, 2009), o inglês como língua franca (JORDÃO, 2014) e as práticas translinguais (CANAGARAJAH, 2013a). Este estudo tem como objetivo principal investigar as práticas de sala de aula de licenciandos e professores do curso de Letras Português-Inglês de uma universidade pública brasileira. Através da perspectiva decolonial, procurei perceber como os conceitos de linguagem foram construídos e como teoria e prática se interconectaram na práxis dos participantes no ensino-aprendizagem de língua inglesa. Aprovado pelo comitê de ética local, o processo de geração de dados foi realizado com a participação de sete professores e vinte e um licenciandos do curso de Letras de uma universidade pública do sul do Brasil. Os dados foram gerados primeiramente através de observações das aulas dos alunos no estágio supervisionado no ano de 2017. Posteriormente, os licenciandos e professores do curso de Letras responderam a questionários e foram entrevistados nos anos de 2017 e 2018. A análise dos dados foi realizada com base em quatro unidades temáticas: multiletramentos, proficiência, inglês como língua franca e translinguagem. A partir das unidades temáticas, desenvolvi dez categorias relativas à práxis dos alunos de graduação e nove categorias referentes à práxis dos professores. A análise dessas unidades e categorias permitiu concluir que os professores e alunos se referem ao tema multiletramentos e multimodalidade como recursos didático-pedagógicos utilizados em sala de aula, em vez de como conceito de língua ou abordagem de ensino. Eles enfatizaram a necessidade de trazer diferentes modos semióticos (linguístico, visual, espacial, gestual, sonoro) para construir significado nas aulas de língua e a disposição de atualizar-se continuamente, mas reconheceram que a mudança da prática e a utilização de diferentes recursos demanda tempo, disponibilidade de recursos estruturais e materiais. O tema proficiência foi fortemente ligado ao conhecimento linguístico da língua inglesa, entendido pelos participantes como envolvendo os requisitos necessários para exercer a docência; a proficiência também foi relacionada às percepções dos participantes, com o construto *falante nativo*. No que tange o inglês como língua franca, foi possível perceber que em situações em que ocorrem mal-entendidos na interação, os professores e alunos procuram negociar os sentidos e fazem uso de estratégias comunicativas em favor da inteligibilidade, como por exemplo, o uso de gestos, perguntas, paráfrases, cognatos, entre outras possibilidades em favor da comunicação. Na construção dos repertórios linguísticos dos participantes, no tema translinguagem, foi possível perceber que os participantes percebem a influência da Língua Portuguesa no ensino da Língua Inglesa e se sentem responsáveis em discutir a questão do erro em sala de aula, principalmente em textos escritos. Em suma, este estudo traz a oportunidade de refletir como as concepções de língua, proficiência, letramento, recursos semióticos e translinguagem de alunos de graduação e professores da educação superior influenciam e trazem consequências para as práticas dos mesmos no mundo contemporâneo.

Palavras-chave: formação de professores de Língua Inglesa. Multiletramentos. Inglês como Língua Franca. Translinguagem.



## ABSTRACT

This ethnographic qualitative research focuses on the field of teacher education and the challenges posed to educators involving multiliteracies (MONTE MÓR, 2015; COPE and KALANTZIS, 2009), English as a lingua franca (JORDÃO, 2014) and translingual practices (CANAGARAJAH, 2013a). The aim of this study was to investigate the classroom practices of undergraduate students and teacher educators of the Portuguese-English Languages major of a Brazilian public university. Through the decolonial perspective, I tried to understand how the concepts of language were constructed and how theory and practice were interconnected in the praxis of participants in the teaching-learning of English. The data generation procedures were approved by the local ethics committee, and carried out with the participation of seven teacher educators and twenty-one undergraduates of the Portuguese-English languages major of a public university in southern Brazil. Data were generated primarily through observations of students' classes in their supervised practicum in 2017. Subsequently, the undergraduates and the teacher educators answered questionnaires and were interviewed in 2017 and 2018. Data analysis was based on four thematic units: multiliteracies, proficiency, English as a lingua franca and translanguaging. Based on the thematic units, I developed ten categories relative to the undergraduate students' praxis and nine categories relative to the teachers' praxis. The analysis of these units and categories led me to the conclusion that teachers and students refer to multiliteracies and multimodality theme as didactic-pedagogical resources used in the classroom, rather than as a language concept or teaching approach. They emphasized the need to bring different semiotic modes (linguistic, visual, spatial, gestural, sound) to build meaning in language classes and the willingness to continually update their teaching methods; however, they recognized that changing practices and the use of different resources require time as well as availability of structural and material resources. The theme of proficiency was strongly linked to the linguistic knowledge of English language, which was understood by the participants as involving the necessary requirements for teaching; proficiency was also related to participants' perceptions of the native-speaker construct. As far as English as a lingua franca was concerned, in situations where misunderstandings occur in interactions, the teacher educators and the undergraduate students seek to negotiate the senses and make use of communicative strategies in favor of intelligibility, such as the use of gestures, questions, paraphrasing, cognates, among other possibilities, in favor of communication. In the construction of the participants' linguistic repertoires, in the translanguaging theme, it was found that the participants can perceive the influence of Portuguese in the teaching of English, and they feel responsible for discussing the issue of errors in the classroom, especially in written texts. In short, this study can encourage reflection on how the concepts of language, proficiency, semiotic resources and translanguaging of undergraduate students and higher education teachers influence and bring consequences to their practices in the contemporary world.

**KEYWORDS:** English teacher education. Multiliteracies. English as a Lingua Franca. Translanguaging.

## **LIST OF FIGURES**

FIGURE 1 – SCHEMATIC IMAGE OF THE CONCEPT OF DESIGN .....	82
FIGURE 2 – THREE CONCENTRIC CIRCLES .....	110
FIGURE 3 – DATA ANALYSIS DIAGRAM: THEMATIC UNITS AND CATEGORIES ORGANIZATION .....	126

## **LIST OF GRAPHS**

GRAPH 1 – EDUCATIONAL AND PEDAGOGICAL RESOURCES THAT ARE IMPORTANT FOR ENGLISH TEACHING – UNDERGRADUATE STUDENTS' OPINIONS.....	131
GRAPH 2 – FREQUENCY OF DIDACTIC RESOURCES IN ENGLISH CLASSES – UNDERGRADUATE STUDENTS' OPINIONS.....	134
GRAPH 3 – SITUATIONS IN WHICH STUDENTS USE ENGLISH LANGUAGE IN DAILY LIFE – UNDERGRADUATE STUDENTS' OPINIONS.....	149
GRAPH 4 – UNDERGRADUATE STUDENTS' FAVORITE PLACES TO STUDY ABROAD.....	173
GRAPH 5 – TEACHER EDUCATORS' OPINIONS ON THE USE OF ENGLISH LANGUAGE BY UNDERGRADUATE STUDENTS.....	182

## LIST OF TABLES

TABLE 1 – TEACHER EDUCATORS’ EDUCATIONAL PROFILE.....	41
TABLE 2 – UNDERGRADUATE STUDENTS’ EDUCATIONAL PROFILE (AFTERNOON CLASSES) .....	42
TABLE 3 – UNDERGRADUATE STUDENTS’ EDUCATIONAL PROFILE (EVENING CLASSES) .....	43
TABLE 4 – CONCEPTUAL DIFFERENCES BETWEEN EFL AND ELF.....	108
TABLE 5 – EXEMPLIFICATION OF HOW DATA WERE ORGANIZED IN THEMATIC UNITS TO BE ANALYSED BY CONTENT ANALYSIS.....	124
TABLE 6 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – MULTILITERACIES – UNDERGRADUATE STUDENTS.....	128
TABLE 7 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – MULTILITERACIES – TEACHER EDUCATORS.....	152
TABLE 8 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – PROFICIENCY – UNDERGRADUATE STUDENTS .....	166
TABLE 9 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – PROFICIENCY – TEACHER EDUCATORS.....	180
TABLE 10 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – ELF – UNDERGRADUATE STUDENTS.....	204
TABLE 11 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – ELF – TEACHER EDUCATORS.....	223
TABLE 12 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – TRANSLANGUAGING – UNDERGRADUATE STUDENTS.....	236
TABLE 13 – DIALOGUE BETWEEN A HOTEL MANAGER AND A TOURIST.....	236
TABLE 14 – FALSE FRIENDS MEANINGS IN ENGLISH AND PORTUGUESE IN THE DIALOGUE.....	237
TABLE 15 – EXAMPLES OF CROSS-LINGUISTIC INFLUENCE FROM PORTUGUESE TO ENGLISH.....	242
TABLE 16 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – TRANSLANGUAGING – TEACHER EDUCATORS.....	246

## LIST OF ACRONYMS

UFPR	- Federal University of Parana
EL	- English Language
ICTs	- Information and communication technologies
EFL	- English as a foreign language
ELF	- English as a Lingua Franca
EAL	- English as an additive language
EIL	- English as an International language
EILF	- English as an International Lingua Franca
WE	- World Englishes
MLT	- Multiple Literacies Theory
VOICE	- The Vienna Oxford International Corpus of English
ELFA	- The Corpus of English as a Lingua Franca in Academic Settings
LFC	- Lingua Franca Core
ACAD	- Undergraduate Students from afternoon classes
LICEN	- Undergraduate Students from evening classes
PROF	- Teacher Educators at the university
QUEST	- Questionnaire
INT	- Interviews



## TABLE OF CONTENTS

<b>1</b>	<b>INTRODUCTION .....</b>	<b>18</b>
1.1	PERSONAL CAREER AND RESEARCH MOTIVATION .....	19
1.2	PARTICIPATION IN THE UFPR RESEARCH GROUP, THE NATIONAL PROJECT AND COORDINATION OF THE EXTENSION PROJECT ON MULTILITERACIES .....	20
1.2.1	The UFPR Identity and Reading research group.....	20
1.2.2	Participation in the National Literacy Project .....	21
1.2.3	Coordination of the extension project on multiliteracies in a public university .....	22
1.3	RESEARCH PROJECT OUTLINE.....	23
1.4	RESEARCH OBJECTIVES.....	24
1.5	THE DISSERTATION OVERVIEW.....	30
<b>2</b>	<b>METHODOLOGICAL APPROACH.....</b>	<b>33</b>
2.1	QUALITATIVE RESEARCH IN HIGHER EDUCATION.....	33
2.1.1	Interpretative qualitative ethnographic research .....	35
2.2	RESEARCH CONTEXT.....	38
2.3	RESEARCH PARTICIPANTS.....	39
2.3.1	The teacher educators .....	40
2.3.2	The undergraduate students.....	41
2.3.2.1	The undergraduate students – afternoon classes .....	41
2.3.2.2	The undergraduate students – evening classes .....	42
2.4	DATA GENERATING INSTRUMENTS AND PROCEDURES.....	44
2.4.1	Observations.....	44
2.4.2	Questionnaires.....	46
2.4.2.1	Teacher educators’ questionnaires.....	47
2.4.2.2	Undergraduate students’ questionnaires .....	51
2.4.3	Interviews.....	54
2.4.3.1	Teacher educators’ interviews .....	55
2.4.3.2	Undergraduate students’ interviews.....	57
2.5	DATA ANALYSIS PROCEDURES.....	59

<b>3</b>	<b>TEACHER EDUCATION IN CONTEMPORANEITY: THE CHALLENGES OF MULTILITERACIES IN ENGLISH TEACHING .....</b>	<b>62</b>
3.1	REFLECTING ON PRACTICE IN HIGHER EDUCATION IN CONTEMPORANEITY .....	67
3.2	FROM LITERACY TO MULTILITERACIES: CHALLENGES FACED BY ENGLISH TEACHERS .....	76
3.3	PEDAGOGY OF MULTILITERACIES OR MULTIPLE LITERACIES? DIFFERENT PERSPECTIVES .....	79
<b>4</b>	<b>ENGLISH LANGUAGE TEACHER EDUCATION: ELF, PROFICIENCY AND TRANSLINGUAL PRACTICES.....</b>	<b>89</b>
4.1	CONCEPTS OF LANGUAGE: A BRIEF OVERVIEW.....	89
4.2	NATIVE SPEAKER VERSUS NON-NATIVE SPEAKER: PROFICIENCY MODELS.....	95
4.3	ENGLISH LANGUAGE: A LANGUAGE SPOKEN WORLDWIDE .....	103
4.3.1	EFL, ELF, EAL, EIL, WE: EPISTEMOLOGICAL DIFFERENCES .....	107
4.4	REFLECTING ON THE ELF PERSPECTIVE.....	112
4.5	IN FAVOR OF A MORE COMPREHENSIVE CONCEPTION OF LANGUAGE: TRANSLINGUAL PRACTICES.....	117
<b>5</b>	<b>DISCUSSING TEACHER EDUCATORS AND UNDERGRADUATE STUDENTS' PERCEPTIONS.....</b>	<b>123</b>
5.1	MULTILITERACIES .....	126
5.1.1	Undergraduate students .....	128
5.1.1.1	Resources.....	128
5.1.1.2	Change .....	136
5.1.1.3	Approaches.....	139
5.1.2	Teacher Educators.....	151
5.1.2.1	Praxis .....	152
5.1.2.2	Resources.....	155
5.1.3	Reflecting on undergraduate students and teacher educators' answers about multiliteracies .....	159
5.2	PROFICIENCY .....	161
5.2.1	Undergraduate Students.....	166
5.2.1.1	Proficiency .....	167
5.2.1.2	Native speakerism .....	169

5.2.1.3	Requirements for teachers.....	177
5.2.2	Teacher Educators.....	180
5.2.2.1	Proficiency .....	181
5.2.2.2	Heterogeneity.....	186
5.2.2.3	Native Speakerism.....	196
5.2.3	Reflecting on undergraduate students and teacher educators' answers about proficiency.....	200
5.3	ELF.....	201
5.3.1	Undergraduate students .....	203
5.3.1.1	Communication strategies .....	204
5.3.1.2	Repertoire .....	210
5.3.1.3	(Un)familiarity with ELF.....	217
5.3.2	Teacher Educators.....	223
5.3.2.1	Communication strategies .....	224
5.3.2.2	Change .....	226
5.3.3	Reflecting on undergraduate students and teacher educators' answers about ELF.....	231
5.4	TRANSLANGUAGING.....	233
5.4.1	Undergraduate Students.....	235
5.4.1.1	Misunderstandings.....	238
5.4.2	Teacher Educators.....	246
5.4.2.1	Misunderstandings.....	247
5.4.2.2	Classroom correction .....	249
5.4.3	Reflecting on undergraduate students and teacher educators' answers about translanguaging .....	251
<b>6</b>	<b>(IN)CONCLUSIVE REMARKS .....</b>	<b>253</b>
	<b>REFERENCES .....</b>	<b>260</b>
	<b>APPENDIX A – ETHICS COMMITTEE AUTHORIZATION .....</b>	<b>287</b>
	<b>APPENDIX B – TEACHER EDUCATORS’ QUESTIONNAIRE.....</b>	<b>291</b>
	<b>APPENDIX C – UNDERGRADUATE STUDENTS’ QUESTIONNAIRE ....</b>	<b>293</b>
	<b>APPENDIX D – TEACHER EDUCATORS’ INTERVIEW.....</b>	<b>296</b>
	<b>APPENDIX E – UNDERGRADUATE STUDENTS’ INTERVIEW.....</b>	<b>297</b>
	<b>APPENDIX F – PROFESSORS’ QUESTIONNAIRE TABULATION .....</b>	<b>298</b>

## 1 INTRODUCTION

*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge".*

*Albert Einstein (1879-1955)  
German Theoretical-Physicist*

*"No one starts being an educator one Tuesday at four o'clock in the afternoon. No one is born an educator or marked to be an educator. We become educators, we graduate, as educators, permanently, in practice and in reflection on the practice<sup>3</sup>".*

*Paulo Freire (1991, p. 58)*

The introduction of this doctoral dissertation offers some reflections about the research context, the motivation, the choice of theme, the summary of my professional career, my admission at the Federal University of Paraná<sup>4</sup> (henceforth UFPR) Graduate Program in Languages and Literature<sup>5</sup> (PPGL-UFPR), my participation in the *Identity and Reading*<sup>6</sup> research group, the National Literacies Project<sup>7</sup>, the design of the research project and the dissertation overview. Based on my personal interest and my professional career in 'teacher education<sup>8</sup>', I sought to link my teaching practice with my research objectives and relate them to the epistemological concepts that serve as a foundation. This study is an opportunity for me to grow professionally and personally, since the constant exercise of rethinking my teaching practice has been heartening in the sense of arousing epistemic

---

<sup>3</sup> Original quote: "Ninguém começa a ser educador numa certa terça-feira às quatro horas da tarde. Ninguém nasce educador ou marcado para ser educador. A gente se faz educador, a gente se forma, como educador, permanentemente, na prática e na reflexão sobre a prática".

<sup>4</sup> Universidade Federal do Paraná – UFPR. All the translations of acronyms and quotations that were formerly written in Portuguese which will appear in this dissertation have been made by the author. The original quotation will be found in footnote in the same page where the translation was done.

<sup>5</sup> Programa de Pós-graduação em Letras da Universidade Federal do Paraná – PPGL/UFPR.

<sup>6</sup> The 'Identidade e Leitura' research group is registered in the National Council for Scientific and Technological Development (CNPQ) and certified by UFPR since 2003 (JORDÃO; MARSON; FRANCO, 2018, p.14).

<sup>7</sup> The National Literacy Project – Cycle 2: Language, Education, Culture from University of São Paulo (USP), is coordinated by Dr. Walkyria Monte Mór and Dr. Lynn Mario T. Menezes e Souza.

<sup>8</sup> Throughout the text, I will use 'teacher education' instead of 'teacher training', because I understand that teacher education accomplishes the theoretical and practical knowledge that teacher educators should learn during all their academic life. Freeman (2016, p. 9) pointed out teacher education is "[...] a bridge that serves to link what is known in the field with what is done in the classroom, and it does so through the individuals whom we educate as teachers".

curiosity, which encourages me to seek alternative ways of teaching and learning the English language and constantly rebuild myself as a higher-education professor.

## 1.1 PERSONAL CAREER AND RESEARCH MOTIVATION

Teacher education has been a continuous concern in my professional career. Since I majored in Languages and Literature (Portuguese/ English) at the State University of Ponta Grossa<sup>9</sup> (henceforth UEPG) in 2002, I have been teaching English as a foreign language (henceforth EFL). In my Master's thesis, in 2007, in the *Graduate Program of Education at Tuiuti University of Parana*<sup>10</sup>, I investigated teacher educators'<sup>11</sup> pedagogical practices and argued in favor of using didactic-pedagogical resources through access to the internet (e.g., virtual learning environments) to expand the development of skills and competences concerning the uses of such resources to support the process of teaching-learning English as a foreign language in higher education. During the postgraduate course, I had always been engaged in research projects that involved pedagogical practices and teacher education, but particularly in the master's degree, I participated in research projects on teacher education, online teacher education, collaborative learning environments.

In 2013, I started my teaching career in higher education; I was hired to work as an assistant professor at the same university where I had received my undergraduate degree. Ever since, I have been teaching English at the *Department of Language Studies*<sup>12</sup> at UEPG. In the same year, I started coordinating the *Pedagogical Advisory Center*<sup>13</sup> (henceforth NAP/UEPG) and, through this program of the university, I participated in projects, events and courses to contribute to the field of teacher education at the university, as well as foster the professional development of undergraduate students and teacher educators from other educational institutions in Ponta Grossa.

---

<sup>9</sup> Universidade Estadual de Ponta Grossa – UEPG is a tuition-free university, fully supported by the state government.

<sup>10</sup> “Programa de Pós-graduação em Educação da Universidade Tuiuti do Paraná”. It was approved in 1999, it is a private institution, and it is located in Curitiba, PR. The program offers two research perspectives: pedagogical practices and public policies.

<sup>11</sup> I will be using the nouns ‘teacher educators’ and ‘undergraduate students’ to refer, respectively, to university professors who prepare students to be teachers of English and to the students being prepared to be teachers of English.

<sup>12</sup> Departamento de Estudos da Linguagem – DEEL UEPG.

<sup>13</sup> Núcleo de Assessoria Pedagógica – NAP UEPG.



The desire of developing a doctoral project in the area of teacher education was nurtured in my job as an educator, since I was interested in reflecting on pedagogical practice in higher education in light of the rapid social, political, economic and technological changes in the contemporary world.

Therefore, motivated by my work as a professor and interested in the discussions about the teacher education processes conducted in the research area of *Languages, cultures and identities: teaching and learning*<sup>14</sup> by the PPGL-UFPR<sup>15</sup>, I entered the program as a *non-degree-seeking student*<sup>16</sup> in 2014. In the first term, I took the course *Agency, identity and discourse*<sup>17</sup>, with Dr. Clarissa Menezes Jordão, and during the following term I studied the course *Literacies and Language Teaching and Learning*<sup>18</sup>, with Dr. Lucia Peixoto Cherem. The discussions held in the aforementioned courses helped me to develop the research project<sup>19</sup>. Professor Jordão did not offer doctoral positions in 2015, so I decided to wait one more year, since I was sure about the Language Studies choice, research area *Languages, cultures and identities: teaching and learning* and the decision of adopting the post-structuralist theory view that Dr. Jordão follows. I officially joined the PhD PPGL-UFPR, in Curitiba, in 2016. Afterwards as a regular student, I also attended the course “Advanced Seminars on Language Studies IV”<sup>20</sup> with Dr. Jordão and Dr. Canagarajah in the PhD PPGL-UFPR, in Curitiba, in the second term of 2017. All the courses helped me to develop the theoretical underpinning of this research.

## 1.2 PARTICIPATION IN THE UFPR RESEARCH GROUP, THE NATIONAL PROJECT AND COORDINATION OF THE EXTENSION PROJECT ON MULTILITERACIES

### 1.2.1 The UFPR Identity and Reading research group

---

<sup>14</sup> Linha de pesquisa Linguagens, culturas e identidades: ensino e aprendizagem.

<sup>15</sup> Programa de Pós-graduação em Letras da Universidade Federal do Paraná – PPGL/UFPR.

<sup>16</sup> In the Postgraduate program of Languages at UFPR a non-degree-seeking student is the one who can attend some courses of the graduate program, one per term, participate in the evaluation process, however he is not a regular student of the program.

<sup>17</sup> Agência, Identidade e Discurso.

<sup>18</sup> Letramentos e Ensino-aprendizagem de Línguas

<sup>19</sup> A written exam, an interview and a research project aligned with the Program research lines were required for admission to the Postgraduate Program of Languages and Literatures of UFPR.

<sup>20</sup> Seminários Avançados em Estudos Linguísticos IV.

At the beginning of 2016, I was invited by Dr. Jordão to participate in the *Identity and Reading* research group. Professors from UFPR, as well as doctoral, master's and undergraduate students met fortnightly to discuss texts with themes such as literacy, multiliteracies, English as a lingua franca (henceforth ELF), internationalization, identity, English as a foreign language, translingualism. Every two weeks, group discussions were held and registered in meeting minutes. At the end of the year, we had the idea of materializing these valuable contributions for the purpose of using them in research. Thus, the minutes of the biweekly meetings were narrativized, and the effort resulted in the production of a collaborative book among the members of the group (nine authors) in 2018. The book, whose title was "*Devaneios em Atas: distopias teóricas nos multiletramentos e Inglês como Língua Franca*" (2018), was organized and published by Dr. Clarissa Menezes Jordão, Ms. Zelir Franco and me. All the readings proposed in the group have contributed a great deal to increasing my theoretical and epistemological knowledge.

### 1.2.2 Participation in the National Literacy Project

In addition to the UFPR research group, I have also participated in the National Literacy Project – Cycle 2: Language, Education, Culture and Technology, University of São Paulo (USP), since 2016. The project is coordinated by Dr. Walkyria Monte Mór and by Dr. Lynn Mario T. Menezes e Souza. The research carried out by the UFPR team – in partnership with the *Pedagogical Advisory Center – NAP UFPR*<sup>21</sup> and the study group *Identity and Reading* – together with the National project, has drawn on theories of multiliteracies, studies on the use of English in international contexts and its status in contemporary times, as well as research and discursive constructions regarding the internationalization of higher education. In order to contribute to the dissemination and production of knowledge, the group members attended conferences, and published articles and books. Among the activities carried out in the project, I would like to highlight the oral presentation of the project "Projeto Multiletramentos e Ensino de Línguas: Experiência Extensionista no Curso de Letras Licenciatura" at the conference *Jornada Internacional de Linguística*

---

<sup>21</sup> Núcleo de Assessoria Pedagógica – NAP UFPR – This extension project is linked to the Modern Foreign Languages Department of UFPR. "[...] It develops courses and extension projects aimed at the continuing education of teachers of languages, mainly of the regular public education" (HALU, 2010, p.13).

*Aplicada Crítica – JILAC*, held in Brasília in 2017 and my participation in *5th International Conference on Multicultural Discourses: Multi – Trans – Inter – reflections*, held at USP, São Paulo, in 2016, with the oral presentation "Multiletramento na Formação Inicial de Professores de Língua Inglesa", in partnership with another professor<sup>22</sup>.

### 1.2.3 Coordination of the extension project on multiliteracies in a public university

With the purpose of relating the study in the graduate program to my experience as a professor, I created and coordinated an extension project involving multiliteracies and English teaching in a public university. The project lasted from February 2016 to December 2017. The project, which involved English, Spanish and French undergraduate students, was aimed at promoting actions that established a possible relationship between the theoretical and practical perspective of multiliteracies and the teaching of foreign languages (English, French and Spanish). Through courses, workshops, discussions, readings of texts about multiliteracies and language teaching, a bond was established between preservice teacher education and language teachers from state-owned elementary and high schools. In this way, the undergraduate students from the university, prepared and applied didactic sequences involving the aforementioned topics in public schools. The specific objectives were the critical reflection on academic texts and on the didactic-pedagogical material that had been proposed by the undergraduate students in the activities of the group, in partnership with the supervising teachers. Another objective was the interlocution between university (undergraduate students) and state education (high school teachers), with the purpose of constructing a critical-reflective perspective that would provide undergraduate students and teacher educators means for reflecting on theory and practice, as well as foster the development of practices involving multiple languages and cultures.

The initial proposal of the project activities was restricted to undergraduate students of the third and fourth year from all majors – Portuguese/English,

---

<sup>22</sup> Dr. Elaine Ferreira do Vale Borges.

Portuguese/Spanish and Portuguese/ French. However, we<sup>23</sup> decided to extend the scope of participation, allowing the inclusion of academics from the first to the fourth year; this way, first-year and second-year undergraduates also had the opportunity to reflect on multiliteracies and to plan a didactic sequence and apply it in a public school for the first time. In 2016, 34 undergraduate students participated in the extension project, compared to 23 participants in 2017. The project had positive academic and social repercussions, because it promoted up-to-date and meaningful debate for teacher education; for instance, it encouraged the participants to reflect critically on the construction of meanings using a range of texts that we can access in the contemporary world; to use technologies in language teaching; to work with different cultures, new teaching techniques and teaching skills required nowadays.

### 1.3 RESEARCH PROJECT OUTLINE

The experience of the extension project helped me realize that there was a dearth of discussions about multiliteracies and language teaching in global contexts in the languages major in a public university. During the extension project, undergraduate students talked to me at the university hall and asked “I knew that you are offering an extension project about multiliteracies and language teaching, and I am interested in it. Can I enroll in it?”. Thus, in view of the students’ attitude, I realized that I was on the right track, because there was not enough debate on this issue in that context. However, since I am an English language professor and I do not speak Spanish and French as fluently as I speak English, I found that my contributions as a professor and researcher would be more relevant if I did my research exclusively with the English language major students. Thus, I decided to limit the participants of my doctoral research to the professors and undergraduate students of the 4<sup>th</sup> year of the Portuguese / English major of 2017 at the participant university. This delimitation was due to the fact that most of the curriculum program of the major would have finished until that year<sup>24</sup> and I could observe the undergraduate students’ classes in the supervised practicum<sup>25</sup>.

---

<sup>23</sup> I was the project coordinator and there were other professors involved from English, French and Spanish courses.

<sup>24</sup> The Portuguese/English major lasts four years.

<sup>25</sup> The supervised English language practicum usually occurs in the fourth year of the major.

I believe that reflecting on the practices of professors and undergraduates of an English major, as I propose in this doctoral dissertation, will help me to reflect also on my own performance as a professor.

In my view, it is imperative to reflect on the English professor practice, given the emerging educational trends that we are experiencing in the contemporary world, e.g., the change from printed to digital texts, real-time communicability, time and space rationality. The concepts of literacy and meaning-making<sup>26</sup> in the most varied spaces of interaction, involving information and communication technologies (ICTs), interfere in the classroom practices of professors and students in higher education. There is a complex flow of information, via the World Wide Web, which allows the interconnection of peoples and languages. We are experiencing information ephemerality, the comprehension of texts in various spaces, which requires teachers to be willing not only to teach and learn in multiple contexts, but also to develop an ability to be flexible and adapt to changing contexts. I believe that discussing the effects of globalization and its consequences for language teaching, as well as reflecting on the language-related concepts of undergraduate students and teacher educators at the university, may lead to resignification of pedagogical practices and effective changes in curriculum structure, since these changes have modified the way people communicate, interact and act in social environments.

#### 1.4 RESEARCH OBJECTIVES

Thinking about teacher education is a task of great responsibility, since the theoretical-practical foundation of future teachers usually starts at university and is developed during the course of their professional career. According to the CNE<sup>27</sup> / CES<sup>28</sup> Report nº 492/2001, which establishes the *Curriculum Guidelines for Languages Majors*<sup>29</sup>, majors should, among other actions, “create opportunities for the development of skills necessary to achieve the desired competence in professional performance; prioritize the pedagogical approach centered on the

---

<sup>26</sup> I will discuss the concept of meaning-making in Chapter 3.3.

<sup>27</sup> National Education Council.

<sup>28</sup> Higher Education Chamber.

<sup>29</sup> Diretrizes Curriculares para os Cursos de Letras.



development of student autonomy”<sup>30</sup> (BRASIL, 2001, p.29). In this study, I believe that the understanding of autonomy goes beyond the apprentice's capacity of having responsibility for his own actions. Paiva (2006, apud PAIVA; BRAGA, 2008, p.447) defines autonomy as

[...] a complex socio-cognitive system, subject to internal and external constraints, which manifests itself in different degrees of independence and control of one's own learning process. It involves capacities, abilities, attitudes, willingness, decision making, choices, planning, actions, and assessment either as a language learner or as a communicator inside or outside the classroom. As a complex system it is dynamic, chaotic, unpredictable, non-linear, adaptative, open, self-organizing, and sensitive to initial conditions and feedback.

That is, understanding autonomy involves the learner's agentic capacity (motivation, responsibility, learning style), the teaching attitude (choice of didactic-pedagogical resources, methodological choices) and the specificities of context (environment, social, economic, historical, etc.). Thereby, conceiving autonomy as a complex system implies the understanding that learners develop an ability to adapt acquired knowledge to learning situations, reshaping it in a constant relationship, taking into account all the variables involved in the context of the teaching-learning process.

In accordance with this perspective, I believe that universities could adapt their curricula in order to meet emerging demands in view of globalization and to foster diversified literacy practices that take into account the agility of social, political, economic and technological changes that we have been undergoing.

Steger (2013, p. 8) defines globalization as “[...] a set of social processes that are thought to transform our present social condition into one of globality”. For this author globality as stands for “[...] a social condition characterized by the existence of global economic, political, cultural, and environmental interconnections and flows that make many of the currently existing borders and boundaries irrelevant” (STEGER, 2013, p. 7). Globalization has favored the interconnectedness of languages, but it has also changed the political, cultural and geographical frontiers. We need to have a critical look at the effects of globalization, and problematize colonialities, since the unique differences of local practices are made to be invisible by the imposition of homogenous and dominant intellectual and scientific discourses on practices. In the introduction of the book *Reclaiming the local in language policy*

---

<sup>30</sup> Original quote: “Criar oportunidades para o desenvolvimento de habilidades necessárias para se atingir a competência desejada no desempenho profissional; dar prioridade à abordagem pedagógica centrada no desenvolvimento da autonomia do aluno”.

*and practice*, Canagarajah (2005) argues that when discussing globalization, one should take into account the local perspective and respect the distinct knowledge, values and identities of communities. The author also stresses that “[a]s we negotiate the social, educational, and communicative challenges ushered in by the intensified forms of contemporary globalization, we have to remember to treat the local as an equal partner in the new discourses and practices that are developing” (CANAGARAJAH, 2005, p.xxviii). Regarding the relationship between “localities, local happenings and global forces”, Diniz de Figueiredo (2018, p. 31) points out two reasons to understand why studies of languages are essential to interpret globalization phenomenon. First, he explains that there is a bond between people and places, so they usually use a common contact language for communication. Second, he argues that people use language to reflect on their own ideas and to reflect on their action in the world; therefore, languages help us understand society and our action in context (DINIZ DE FIGUEIREDO, 2018, p.31).

In the same way that universities can be the place where “colonial power” (QUIJANO, 1992) is perpetuated, they can also be a place where new learning is conceived and a space which arouses the curiosity and promotes the constant resignification of practice, both of students and of teacher educators. From this perspective, Quijano (1992) associates global-eurocentric capitalism with modernity; therefore, social relations were created inside a colonial atmosphere, originating hierarchical identities. Thus, I propose decolonial thinking at the university because,

[l]ooking into the university in a decolonial project helps us to challenge its disciplinary structure of compartmentalized knowledge that is still typical of it. It allows us to rethink several binarities: theory and practice, teacher and student, research and classroom, so that we can recognize ourselves in a space of intertwining of different types of knowledge and various forms of building or sharing such types. It also helps us to transgress the hierarchy that prioritizes scientific knowledge over other ways of knowing<sup>31</sup> (BORELLI, 2018, p.14).

In this view, decolonial reflection implies rethinking the way students and teacher educators conceive and share knowledge and challenge the structuralized

---

<sup>31</sup> Original quote: “Olhar para a universidade em um projeto decolonial nos ajuda a desafiar sua estrutura disciplinar, de saberes compartimentalizados, que ainda a caracteriza. Nos possibilita repensar tantos binarismos: teoria e prática, professor e aluno, pesquisa e sala de aula, para que possamos nos reconhecer em um espaço de entrecruzamento de diversos saberes e variadas formas de construção ou compartilhamento desses saberes. Nos ajuda também a transgredir a hierarquia que confere excelência ao conhecimento científico em detrimento de outras formas de conhecer”.

pattern. It is a task performed by sharing global and local experiences; for a long time, language had been conceived in a monolithic manner, linked to territory and national identity. If English can be seen as the language spoken all over the world, a language that allows communication around the globe, its concept must be thought on a larger scale, “beyond nation-state borders” (CANAGARAJAH, 2013a). Thus, discussions about English language teaching can be held in order to decolonize this nativized language, which is linked to the countries that provide the norms. If knowledge and information are disseminated massively, teacher education also needs to be carefully taken into account so that knowledge can be constructed from a broader perspective, thus preserving the quality of such education. I advocate the problematization of a decolonial awareness in language teaching in order to reinvent teachers’ practices.

Therefore, the overarching goal of this research is to investigate how undergraduate students and teacher educators perceive the classroom practices in which they are involved in the Portuguese-English Languages major of a public university in Brazil.

The specific goals are:

- a) To examine participating English teacher educators and undergraduate students’ concepts regarding multiliteracies and English as a Lingua Franca;
- b) To investigate how the perspectives of multiliteracies and English as a Lingua Franca can contribute to a decolonizing process in teacher education in Brazil;

In academic settings, in addition to the contents to be taught, I believe that teacher educators can associate specific contents with events that happen outside the classroom, and serve as mediators for inclusion of students in the social environment. In this sense, teacher educators are expected follow the curricular proposal and carefully adapt the contents to the specifics of each work group, because “[...] correlating theory and practice offers a guarantee of competence of university teaching”<sup>32</sup> (VASCONCELOS, 2000, p.26).

In this scenario, I started to observe the classroom environment of undergraduate students and teacher educators more critically at the participant

---

<sup>32</sup> Original quote: “[r]elacionar teoria e prática é fator de garantia de competência para o serviço do magistério universitário”.

university. Therefore, I begin to investigate how students behaved in the classroom in situations in which multiliteracies, multimodality and the introduction of digital literacies were used. I tried to observe them during moments of English learning while doing activities involving several speakers of English and the use of the language in a wide range of situations. In addition, I sought to check if there was agreement or disagreement among the voices of the undergraduate students and the teacher educators.

All the discussions and reflections that I observed in the courses that I attended as a student in the Graduate Program were an invaluable contribution to the design of my research project. I could establish connections between my research objectives and the resources (books and articles) and discussions of texts about teacher education, literacy, multiliteracies, ELF. I realized that there was room for discussing the role of the English language in the contemporary global context, the inclusion of multiliteracies in the undergraduate English language curriculum, and how the latter could influence the pre-service English teachers at the participating university major. I started to carefully observe the undergraduate and teacher educators' roles as to the presence or absence of perspective multiliteracies in their practices and in the teacher education process at the university. I reviewed the theoretical framework and discussed with my advisor questions about the objectives and implementation of the project at the participating university major. In March 2017, my doctoral project was sent to the Research Ethics Committee of the Federal University of Paraná and it was approved on June 26, 2017 (CAAE: 67671517.4.0000.0102 – Appendix A).

Based on my own experience, thinking about teacher education is relevant since I can problematize theoretical and pedagogical perspectives that can be useful in higher education, decolonize old tenets and discuss the emergence of changing practices in the global world. Thus, the study of these classroom practices becomes meaningful for rethinking a critical and conscious curriculum in face of the intense changes of the contemporary world. In this line of thought, investigating how undergraduate students and teacher educators conduct their practices in university settings is justified, because “[t]eaching does not exist without learning, and vice-

versa, and it was through social learning, historically, that men and women discovered that teaching was possible”<sup>33</sup>(FREIRE, 1996, p.23).

On the scope of Applied Linguistics, I understand criticism as the possibility of challenging instituted knowledge, problematizing the teacher educators’ own practices and opposing to hegemonic practices. Following this idea, Pennycook (2001) understands critical applied linguistics as the way of doing “[...] continuous reflexive integration of thought, desire and action” (PENNYCOOK, 2001, p.3). In the same fashion as Norton (2005), I understand that thinking about teacher education critically means questioning “Why do we teach what we teach? and Why do we teach the way we teach?” (NORTON, 2005, p. 16). In order to develop a problematization about these questions one needs to have a broad view of language – as socially constructed and permeated by power relations. In this prospect, Jordão (2004a, p. 23-24) argues that

[...] critical thinking in education can be seen as a way of developing understanding about the relations between power and knowledge, in order to promote change; to be critical, in these terms, is to be aware of the many types of power relations that socially construct our identities, that allocate subject positions and regulate what counts as knowledge and how it is produced and distributed.

In this way, teacher educators can engage in “problematizing practice” (PENNYCOOK, 2010a, p. 16.3). In this way, I understand that questioning teacher educators’ practices in global times involves conceptualizing the English language while taking into account all semiotic resources involved in comprehending it in literacy practices, as well as social communicative repertoires<sup>34</sup>. Thus, I wish to critically understand the language practiced by users in their social contexts. For this purpose, Norton (2008, p. 50) indicates that “[c]ritical researchers of identity and language learning have been interested not only in the conditions under which language learners speak, but in the extent to which identities and investments structure their engagement with *texts*”. Thus, in an ever-changing world where people are in contact with a variety of texts and multilingual interlocutors, it is

---

<sup>33</sup> Original quote: “[e]nsinar inexiste sem aprender e vice-versa e foi aprendendo socialmente que, historicamente, mulheres e homens descobriram que era possível ensinar”.

<sup>34</sup> I understand repertoires as “[...] the actual resources people have acquired and can effectively deploy in communication” (BLOMMAERT, 2015, p. 21). In other words, repertoire can be understood as “[...] all the ‘means of speaking’, i.e. all those means that people know how to use and why while they communicate, and such means, as we have seen, range from linguistic ones (language varieties) over cultural ones (genres, styles) and social ones (norms for the production and understanding of language)” (BLOMMAERT; BACKUS, 2013, p.11).

important to understand the practices in which teacher educators and undergraduate students are involved to broaden their communicative repertoires and envision possibilities for changes in curricula and English teaching-learning.

## 1.5 THE DISSERTATION OVERVIEW

In order to organize the design of my doctoral dissertation, it is divided into five sections. The first chapter is the introduction, followed by four chapters, the conclusive remarks, references, appendices.

In the second chapter, I discuss the theoretical assumptions underlying qualitative research in higher education, qualitative ethnographic research, research methodology, context of investigation, research participants, instruments used for data generation<sup>35</sup> and the criteria and procedures for analysis of the empirical material. Denzin and Lincoln (2013), Moreira (2002), Maturana (2001), Mignolo (2014) and Borelli (2018) support the principles of qualitative research used in the present investigation. As for qualitative ethnographic research, authors such as Denzin and Lincoln (2013), Moreira (2002), Mason (2002), Levin and Greenwood (2013), Priestley et al (2016) and Jordão (2013a) grounded the study. Data generation and analysis procedures were based on authors such as Tuckman (2002), Haguette (1997), Boni and Quaresma (2005), Lakatos and Marconi (2003), Gattbonton (1999), Clifford (1986), Franco (2005) and Bardin (1977).

In the third chapter, I focus on teacher education in the contemporary world and the discussion on literacy and multiliteracies and their repercussions for teacher education. The theoretical framework that supports this chapter is based on the works of Bauman (2001), Anastasiou and Alves (2006), Pimenta and Anastasiou (2002), Ens, Gisi and Eyng (2010) and Monte Mór (2009). In a subitem of this chapter, I reflect on the professor's practice in higher education based on authors such as Lankshear and Knobel (2003), Schön (1992), Pimenta (2002), Zeichner

---

<sup>35</sup> I decided to use the term "data generation" instead of "data collection" based on D'Cruz and Jones (2011, p.3), who argued that "[...] 'data' is not to do with things or objects waiting for us as researchers to go out and collect them (...). Instead, we are positioned within the assumptions that data are generated as a result of social processes between the researcher, informants and other data sources". This choice is related to my understanding research as a social practice. In this perspective, the subjectivities of the researcher and research participants influence data generation, and meanings are constructed in context, taking participants' values and cultural differences into account.

(1993), Contreras (2012), Coracini (2003), Liston and Zeichner (1993), Freire (1996), Masny (2013), Deleuze (2004), Borelli and Pessoa (2018), Imbernón (2010), Bakhtin<sup>36</sup> (2006) and Macedo et al (2004). In addition, I make a historical contextualization that refers to the epistemological differences among the concepts of literacy, new literacies and multiliteracies. Soares (2004, 2010), Street (1984, 2008), Monte Mór (2015), Cope and Kalantzis (2000, 2009, 2015), Cope, Kalantzis and Smith (2018), Lankshear and Knobel (2003, 2017), Masny (2010, 2011, 2013), New London Group (1996), Leander and Boldt (2012), Duboc (2012), are cited in this section.

In the fourth chapter, entitled "English Language Teacher Education: ELF, proficiency and translingual practice", I make a brief historical contextualization of how the language construct has developed in applied linguistics, to later provide further insights on how teachers conceive and use language in the setting where they are inserted. For this purpose, I draw on the works of authors such as Camargo, Marson and Kondo (2016), Makoni and Pennycook (2005, 2007), Jordão (2014), Canagarajah (2013a), Saussure (1922, 2006), Alkmim (2012), Chomsky (2005), Bakhtin (2006), Blommaert (2010). As a subitem of this chapter, I problematize proficiency models (native speaker vs. non-native speaker) present in English language learning and discuss how these models interfere in English teacher education, with perspectives brought by authors such as Walesko (2019), Siqueira (2008), Figueiredo (2011), Campos (2019), Cook (1999), Phillipson (1992), Kumaravadivelu (2012), Rajagopalan (2002, 2005), Graddol (2003), Modiano (2005), Holliday (2006), Benke and Medgyes (2005), Kirkpatrick (2006), Jordão (2016, 2017), Sifakis (2009, 2014a), among others. In the following section, the "English language: a language spoken worldwide", I discuss the use of the English language in global contexts, under the influence of information and communication technologies in the contemporary world. Therefore, the use of English as a preferred language in the context of globalization and the consequences of this use in the context of teacher education make total sense. Authors such as Siqueira and Souza (2014), Kachru (1986), Pennycook (2003, 2017a), Seidlhofer et al (2006), Monte Mór

---

<sup>36</sup> I am aware of the authorship issues involving the authors Mikhail Mikhailovich Bakhtin, Pavel Nikolaevich Medvedev and Valentin Nikolaevich Voloshinov. There are works and essays in which Voloshinov appears as the main author, with whom other authors have probably dialogued, such as Bakhtin and Medvedev. I will use the names of each as indicated in the versions of the books and articles which I read.

(2012), Kumaravadivelu (2012) and Canagarajah (2006, 2013a) support this discussion. Still in this chapter, I attempt to examine epistemological differences between the terms EFL, EAL, ELF, EIL, WE. Jordão (2014), McKay (2011), Kachru (1996), Jenkins, Cogo and Dewey (2011), Canagarajah and Said (2010), among others, grounded these perspectives. Afterwards, I discuss the conception of ELF as supported in the theoretical underpinnings of Canagarajah (2007), House (2003), Friedrich and Matsuda (2010), Jenkins, Cogo and Dewey (2011), Seidlhofer (2004, 2005, 2009, 2011), Diniz de Figueiredo (2018), Jordão and Marques (2018) among others. In the final part of the chapter, I advocate a broader perspective of language – translanguaging social practice – as put by Canagarajah (2013a), García and Wei (2014), Pennycook (2017b), Otheguy et al (2015), Kumaravadivelu (2012), Rocha and Maciel (2015), García (2009), and García and Kano (2014), García and Lin (2016).

In the fifth chapter, I present the data analysis in an attempt to understand the practices of both the undergraduate students and the teacher educators. The categories were generated by Content Analysis, based on Bardin (1977). I divided the results into four thematic units: multiliteracies, proficiency, ELF and translanguaging. I tried to relate the results to the theory that underpins this work.

Finally, in the last part of this dissertation, “(In)conclusive remarks”, I return to my goals and I make some comments about this study. I hope that the results of this research can contribute to teacher education, as it fosters debate on ELT, multiliteracies and ELF in contemporary world.



## 2 METHODOLOGICAL APPROACH

*“The lack of understanding of the contexts of the social scientists’ own practices is paralleled by social scientists’ lack of understanding of universities’ organizational dynamics and their uneasy position in society”*

(LEVIN; GREENWOOD, 2013, p. 65)

In this chapter, I present some reflections on the concept of qualitative research in higher education, the qualitative interpretive ethnographic research, the methodology used in the present research, the characterization of the research context, the description of the research participants, the instruments used for data generation and the explanation of how the empirical material will be analyzed.

### 2.1 QUALITATIVE RESEARCH IN HIGHER EDUCATION

In tune with the above epigraph, I argue that research, in its broad sense, cannot be disconnected from the subjects and their respective contexts. When considering the panorama of teacher education, the understanding of teachers’ own practices can open up the opportunity for them to become acquainted with their surroundings and to perceive the repercussion of their actions on the context, because practices are socially constructed.

In accordance with Denzin and Lincoln’s (2013, p. 7) perspective, I believe that “[...] qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them”, that is, qualitative research meets the requirements of researching a phenomenon that influences the setting where I am situated, and of trying to understand the behaviors of undergraduate students and teacher educators that are embedded in that context.

Qualitative research emphasizes singularity, the human being that is inserted in the environment where he lives. Moreira (2002, p. 57) argues that these are the main features of qualitative research:

- a) the qualitative researcher is interested in the participants’ interpretation of the situation being studied; b) emphasis on subjectivity; c) flexibility in the process of conducting research; d) process-oriented rather than result-oriented; e) focus on the context, in the sense that the behavior of people and the situation are intimately linked to the experience formation; f)

recognition of the impact of the research process on the research situation, that is, admittedly, the researcher affects and can be affected by the research situation<sup>37</sup>.

Thus, qualitative researchers interpret their surroundings and the subjects inside these contexts, and look for analytical and methodological approaches that give them support to interpret data. In this way, qualitative research is a process, and the researcher is the one whose intention is to analyze and understand the participants' behaviors in their contexts. This process is always guided by the researcher's perspective, because, according to Denzin and Lincoln (2013, p. 24), "[a]ny gaze is always filtered through the lenses of language, gender, social class, race, and ethnicity. There are no objective observations, only observations socially situated in the world of – and between – the observer and the observed". In other words, multiple methods and instruments can be used by researchers to deeply understand the phenomenon, but their interpretations are not neutral, they are marked by an "objectivity between parentheses" (MATURANA, 2001, p. 33), that is, researchers construct themselves and their studies objectively, within a scientific scope, with methodological approaches that give them support. Souza (2011, p. 13) defends the idea that "[...] objectivity in parentheses does not mean subjectivity, but only that it is not coherent to construct explanations by referring to entities supposedly independent of the observer"<sup>38</sup>, since all research is influenced by the researcher's eyes. In this way, researchers can understand "[...] the statement of objectivity in the practice of science as the commitment of the standard observer not to let his desires or preferences distort or interfere with his application of the validation criterion of scientific explanations"<sup>39</sup>(MATURANA, 2001, p. 147). In this perspective, researchers reflect on the phenomenon while influenced by their own experiences, perspectives,

---

<sup>37</sup> Original quote: a) o pesquisador qualitativo está interessado na interpretação que os próprios participantes têm da situação sob estudo; b) ênfase na subjetividade; c) flexibilidade no processo de conduzir a pesquisa; d) orientação para o processo e não para o resultado; e) preocupação com o contexto, no sentido de que o comportamento das pessoas e a situação ligam-se intimamente na formação da experiência; f) reconhecimento do impacto do processo de pesquisa sobre a situação de pesquisa, ou seja, admite-se que o pesquisador exerce influência sobre a situação de pesquisa e é por ela também influenciado.

<sup>38</sup> Original quote: "[...] a objetividade entre parênteses não significa subjetividade, mas apenas que não se mostra coerente construir explicações fazendo referências a entidades supostamente independentes do observador".

<sup>39</sup> Original quote: "[...] a afirmação de objetividade na prática da ciência como o comprometimento do observador-padrão em não deixar seus desejos ou preferências distorcerem ou interferirem em sua aplicação do critério de validação das explicações científicas".

beliefs. In analyzing data, a researcher is influenced by his conceptions and life stories.

Indeed, it was not different in this research. Even though I am aware that my experiences as a student and as a professor do interfere in my interpretations as a researcher, I believe that the choice of investigating teacher education is promising. Although I know that the scope of my research portrays practices of a specific audience at a given time, the results can instigate changes in practices and serve as a stimulus to other researchers in the field. From the micro-macro perspective, small changes that are proposed by researchers in the academy can lead to effective changes in the organizational structures of universities.

In qualitative research, I see the possibility of reflecting on the imposition of institutionalized practices, reconsidering the compartmentalization of knowledge, and sharing experiences; thus, decolonial thinking allows us to reflect on the notion of being in the world (MIGNOLO, 2014) and challenge it. “[...] I believe that decoloniality helps us to recognize how much our practices are still guided by remnants of a colonial power structure, historically instituted in our lives and socially reproduced in different spheres”<sup>40</sup> (BORELLI, 2018, p. 39). In this view, I believe that discussions about how undergraduate students and teacher educators conceive their practices help them demystify outdated conceptions present in curricula, favor a dialogue between theory and practice, make it possible to rethink new ways of learning and teaching and allow collaborative construction of knowledge. By critically rethinking teacher educators’ practices on a regular basis, we can interpret their cultural and linguistic contexts and discuss theoretical and practical assumptions.

### 2.1.1 Interpretative qualitative ethnographic research

This study fits into the field of qualitative interpretive research, in that “[...] interpreters see human life as actively constructed by people in contact with others. Human behavior is seen as interactive and interpretive”<sup>41</sup> (MOREIRA, 2002, p. 46),

---

<sup>40</sup> Original quote: “[...] Acredito que a decolonialidade nos auxilie a reconhecer o quanto nossas práticas ainda são orientadas por resquícios de uma estrutura de poder colonial, historicamente instituída em nossas vidas e socialmente reproduzida em diferentes esferas”.

<sup>41</sup> Original quote: “[...] os interpretacionistas enxergam a vida humana como ativamente construída pelas pessoas em contato com as outras. O comportamento humano é visto como interativo e interpretativo”.

i.e., what is important in this type of research is the construction of meanings, interpretations and interactions among people, not the quantification of variables and statistical data.

In order to interpret all the information they have generated, researchers use a range of methods that support such data, and they assume the role of a bricoleur (DENZIN; LINCOLN, 2013), a kind of artisan who uses a set of strategies to understand the complexity of the phenomenon and, through critical sensibility, “[t]he interpretive bricoleur understands that research is an interactive process shaped by one’s personal history, biography, gender, social class, race, and ethnicity and those of people in the setting” (DENZIN; LINCOLN, 2013, p. 11).

As a qualitative researcher, I use the ethnographic perspective to interpret the practices of both undergraduate students and teacher educators, since my epistemological curiosity has emerged through my experience as a professor. Thus, my performance in the empirical field research was that of the “participant as an observer”<sup>42</sup> (MOREIRA, 2002, p.53), that is, I had the consent of the undergraduate students and teacher educators to observe them in their natural environments. Moreira (2002, p. 51) argues that “[p]eople need to be studied on their own terms, and the researcher must try to grasp the symbolic meanings that people define as important and real”<sup>43</sup>. In this way, I interpreted the participants’ symbolic meanings through instruments such as questionnaires, interviews and the major syllabus (curriculum), in order to generate data in context.

For Mason (2002, p.55), ethnography is an epistemological approach, in which “[...] culture can be known through cultural and social contexts”, that is, the researcher is aligned with interpretive perspectives to describe human behavior. In this regard, André (1995, p. 28) points out that ethnography studies the “[...] practices, habits, beliefs, values, languages and meanings of a social group”<sup>44</sup>. I would say that researchers interpret data, from their perspectives and often with the explicit collaboration of the participants themselves and the practices that are socially constructed by them.

---

<sup>42</sup> Original quote: “participante como observador”.

<sup>43</sup> Original quote: “[a]s pessoas precisam ser estudadas em seus próprios termos, devendo o pesquisador tentar apreender os sentidos simbólicos que as pessoas definem como importantes e reais”.

<sup>44</sup> Original quote: “[...] práticas, hábitos, crenças, valores, linguagens e significados de um grupo social”.

As the present research is aimed at undergraduate students and teacher educators' practices and considering that the results may promote reflections on the current curriculum, I highlight some notes of Levin and Greenwood's article *Revitalizing universities by reinventing the Social Sciences* (LEVIN; GREENWOOD, 2013). These authors have argued that for a changing process to occur at universities, teacher educators and undergraduate students need to be engaged in the teaching-learning process, in the sense that "[...] the teacher, who is also a learner, is a mentor and participant in the same learning process. We see the relationship between students and teachers as a genuine cogenerative process where each participant contributes her or his knowledge and insight as a collaborator in this joint learning activity" (LEVIN; GREENWOOD, 2013, p. 81). Particularly in the context of practices involving multiliteracies and multimodality in higher education, the authors' excerpt is suitable, since the texts written in English that we read nowadays, with the aid of information and communication technologies (ICTs), enable the construction of multiple meanings involving several semiotic resources. Students are sometimes more familiar with technological resources, e.g., audiovisual material, digital media – involving sounds, images, hyperlinks and screens. Thus, we (teachers) learn more with them than they do with us. Thinking about teachers' pedagogical preparation to deal with ICTs in the contemporary world, Monte Mór highlights two technological moments acknowledged in the pedagogical field,

[...] one in which technology was produced by man, and broadened and enhanced his senses and his comprehension capacity (blackboard, chalk, mimeographs, slide projectors, etc. – mechanical technology); and a more recent one, in which what man produces is still an enlargement and extension of himself, while it runs through his fingers like sand as a result of the strangeness (and enchantment) that it makes him feel him (computers, software, applications, etc. – digital technology)<sup>45</sup> (MONTE MÓR, 2015, p. 268).

I have no intention of emphasizing that the physical presence of technological resources in educational environments is synonym of multiliteracies and multimodal practices. In fact, I wish to point out that technological advances have changed the way people conceive knowledge. There is no more linearity nor centrality in the way

---

<sup>45</sup> Original quote: "[...] aquele em que a tecnologia era produzida pelo homem, ampliando e estendendo seus sentidos e sua capacidade de compreensão (quadro-negro, giz, mimeógrafos, projetores de slides, etc – tecnologia mecânica); um outro mais recente em que aquilo que o homem produz continua a ser a sua ampliação e extensão, ao mesmo tempo em que lhe escapa como areia pelos dedos pelo estranhamento (e encantamento) que lhe causa (computadores, softwares, aplicativos, etc – tecnologia digital)".

people use language and interact in diversified contexts. The culture that is established according to Lankshear and Knobel (2003) is the one in which subjects make use of performance epistemology, that is, in the absence of pre-established models, they make use of all available semiotic resources – sound, color, image, gesture, body, digital environments etc. – to express meanings and interact to each other in the most varied spaces of communication.

It is undeniable that we live in a world in constant change and globalization brings another communication rationality and knowledge dissemination. Canagarajah (2013a, p.25) has pointed out that “[...] The technologies and institutions of modernist globalization have led to increased migration, internationally collaborative production networks, and more rapid flow of information”. In this sense, new knowledge and other spaces of socialization are being generated, quickly interfering in the actions of teachers and in the structure of educational spaces. In this regard, it may be suitable to consider that “[w]e are in a new age where messy, uncertain multivoiced texts, cultural criticism, and new experimental works will become more common, as will more reflexive forms of fieldwork, analysis, and intertextual representation” (DENZIN; LINCOLN, 2013, p. 31).

In light of such a complex scenario like this one, I advocate that researchers could try to rely on a broad research perspective that gives them resources so that they can possibly interpret the communicational, intertextual and cultural complexity that surrounds them.

The qualitative research viewpoint that I propose in this study is based on the Social Sciences logic, which sees “[...] social research as a process that engages simultaneous understanding and social action as the way to produce reliable theories, methods, and knowledge” (LEVIN; GREENWOOD, 2013, p. 61). This perspective raises the challenge of questioning the status quo, of seeking new teaching-learning strategies, and of creating alternative environments that stimulate agency and reflection on practice.

## 2.2 RESEARCH CONTEXT

Regarding the present research context, the fieldwork was carried out in a *public university*<sup>46</sup> in Brazil. Currently, the university only offers a dual degree in Languages, and the undergraduate student can choose one of three options: Degree in Portuguese / English, Portuguese / Spanish or Portuguese / French. The major is organized into academic years (four-year duration). Students who receive this bachelor's degree are qualified to teach Portuguese and one of the afore-mentioned foreign languages (English, Spanish, French).

Importantly, Languages courses at Brazilian universities can offer dual or single degree programs. According to Paiva (2005), the dual degree curricular proposal was historically established by the expert report Parecer Valnir Chagas nº283, approved by the Federal Council of Education in 1962, which established the minimum curriculum for Languages courses. According to Duarte and Oliveira (2018, p. 677) “[...] the new curricular proposal envisaged the study of only one foreign language with its respective literature in the dual degree mode, while a single degree was only allowed for the Portuguese language”<sup>47</sup>. The single degree for a foreign language and its literature was approved only in 1966, and courses such as Didactics, Psychology and Teaching Practice became mandatory in 1969. The National Curricular Guidelines for Languages Courses [Diretrizes Curriculares Nacionais para os Cursos de Letras – DCNL] were approved through the document CNE / CES 492/2001 in 2001 (SANTOS, 2012 apud DUARTE; OLIVEIRA, 2018).

## 2.3 RESEARCH PARTICIPANTS

The research was conducted in a public university with two groups of participants: teacher educators and undergraduate students. To compose the former group, I invited all four-year English professors who worked in the university in 2017. For the latter group, all fourth-year undergraduate students enrolled in the English/ Portuguese major – afternoon and evening classes – were invited to participate in the study in 2017. In the next item I will present the participants' data in more detail.

---

<sup>46</sup> Public universities in Brazil are tuition-free and fully supported by the state or federal government.

<sup>47</sup> Original quote: “[...] A nova proposta curricular previa o estudo de apenas uma língua estrangeira com sua respectiva literatura na modalidade da licenciatura dupla, enquanto a habilitação única era permitida apenas para a Língua Portuguesa”.

### 2.3.1 The teacher educators

Only one out of the eight teacher educators who worked as English language major staff, did not participate in the study, since he gone on a sabbatical for his post-doctoral degree. Thus, seven teacher educators of the English language major of the university participated in the study; they teach the following courses: two of them work in English teaching practicum, three in English Language (henceforth EL) and two in Practice II<sup>48</sup> and Practice IV<sup>49</sup>. Although I observed only the undergraduate students' classes that were evaluated by the professor of the English teaching practicum, I decided to invite all teacher educators of the major for a particular reason: students had classes with all of the professors during the four-year degree program, and my intention was to have further insights into the teacher educators' conceptions of language, the interrelationship between theory and practice and the presence or absence of interdisciplinarity among courses.

A questionnaire was applied to the teacher educators (Appendix B). In the first part of it, the respondents answered questions about their educational profile: age, sex, education, EL (how long they had studied English and teaching experience). All participants were females; five of them were over 50 years old, one was between 25 and 35 years old, and one was between 35 and 50 years old. When asked about how they had learned English before taking their own Languages degree, three of them answered that they had studied the language in a regular school, while also in private language schools; three reported having learned English in language schools and only one teacher educator reported that she had learned the language only in a regular school. As to English teaching experience, three of them had more than twenty-two years of experience, while the others had been teaching for five to seven years. It can be seen that all of them have previous teaching experience, and the teacher educators who supervised the English Teaching Practicum pointed out that they do not directly teach EL, but they usually read English texts in class and analyze the undergraduate students' lesson plans (usually produced in English), and they observe the undergraduate students in the

---

<sup>48</sup> Practice II was a theoretical and practical course involving linguistic and educational theories related to teaching-learning the English language. It was a 68-hour course taught in the second year of the major.

<sup>49</sup> Practice IV was a course usually taught in the last year of the major. Official documents and theory and practice were discussed in this course.



Supervised English Teaching Practicum. Table 1 shows the teacher educators' profile data. The teacher educators will be referred here as Prof. 1 to Prof. 7.

TABLE 1 – TEACHER EDUCATORS' EDUCATIONAL PROFILE

	<i>Prof1</i>	<i>Prof2</i>	<i>Prof3</i>	<i>Prof4</i>	<i>Prof5</i>	<i>Prof6</i>	<i>Prof7</i>
<b>Age</b>	35 to 50	+50	25 to 35	+50	+50	+50	+50
<b>Language Studies: Regular school (RS) Private Eng. School (PES)</b>	2 years RS 2 years PES	RS and In private classes	10 years PES	7 years RS	10 years PES + 4 years university	6 years PES	7 years RS and PES
<b>How long have you been teaching English?</b>	5 years + supervised teaching practicum	5 years + supervised teaching practicum	7 years	22 years	33 years	35 years	26 years
<b>Degree</b>	Doctorate	Doctorate	Master's	Master's	Doctorate	Doctorate	Doctorate

SOURCE: Designed by the author.

### 2.3.2 The undergraduate students

Undergraduate students from the university that were pursuing their degree in English language in 2017 were invited to participate in the research. They studied either in the afternoon or the evening classes. Out of twenty-six undergraduate students, four academics attending the afternoon classes and seventeen students attending the evening classes participated in the research. To refer to afternoon or evening students separately, I decided to use the following labels: Acad.1 to Acad. 4 for afternoon students, and Licen.1 to Licen.17 for evening students.

#### 2.3.2.1 The undergraduate students – afternoon classes

Exceptionally, the group of fourth-year students of the Portuguese/English major, in the year 2017, was very small. Six students were enrolled in the degree program, but just four of them participated in the research, because one did not attend the classes and one did not answer the questionnaire. They ranged in age from 18 to 25 years old. When questioned if they wanted to pursue a teaching career,

two of them answered negatively. Acad1 replied that “[s]ince the first year of the major I have dedicated myself to research in the field of Literature” and that teaching the English language was not a priority at that time. Acad2 reported that she was not qualified for the profession because she believed she did not have the “[...] ability to develop EL teaching satisfactorily”. As to the study of EL before starting the Languages degree, three of them declared that they had studied only in regular schools, and only one reported that she had also studied in private language schools. Table 2 shows the educational profile of the afternoon students.

TABLE 2 – UNDERGRADUATE STUDENTS’ EDUCATIONAL PROFILE (AFTERNOON CLASSES)

	<i>Age</i>	<i>Sex</i>	<i>Before starting university, where did you study English formally?</i>	<i>How long have you been teaching English?</i>	<i>Do you intend to be an English teacher?</i>
<i>Acad1</i>	18 to 25	Female	7 years; only regular school (RS)	----	No
<i>Acad2</i>	18 to 25	Female	3 years; only RS	----	No
<i>Acad3</i>	18 to 25	Female	7 years; only RS	1 year	Yes
<i>Acad4</i>	18 to 25	Female	4 years; private English school (PES)	2 years	Yes

SOURCE: Designed by the author.

### 2.3.2.2 The undergraduate students – evening classes

Twenty<sup>50</sup> undergraduate students were enrolled in the fourth academic year of the major, but only seventeen participated in the research, because two did not attend classes and one quit the course. The majority of the participants were females (fourteen), and there were only three males. Twelve participants were between 18 and 25 years old, three participants were between 25 and 35 years old and two were over 35 years old. Eight participants reported that they had studied English formally

<sup>50</sup> Out of twenty students enrolled in the fourth year of the major, two did not attend classes and one quit the degree program.

in private language schools before starting college; eight answered that they had only studied English in regular schools, and only one of the respondents reported having learned EL in private lessons outside school, and only one student reported having studied EL abroad. Moreover, ten students still did not teach EL, although most of them said that they would like to do that. Only three of the participants mentioned that they did not intend to teach English, because they do not identify with the profession or because they feel insecure to teach English and they follow the traditional concept of language which accepts the language divided in abilities (reading, writing, listening and speaking). One may wonder why a student is taking a degree in a major meant to develop teaching skills and expertise, although he or she is not willing to actually teach. The reason is that since the university does not offer other options in the field of languages, e.g., translation, text production, etc, students usually choose the only option available and look for specialist courses afterwards. The three students answered that, instead of teaching, they wish to work as translators, editors, literature writers, among other professions. Table 3 shows the educational profile of the evening students.

TABLE 3 – UNDERGRADUATE STUDENTS' EDUCATIONAL PROFILE (EVENING CLASSES)

	Age	Sex	<i>Before starting university, where did you study English formally?</i>	<i>How long have you been teaching English?</i>	<i>Do you intend to be an English teacher?</i>
<i>Licen1</i>	25 to 35	Female	private English school (PES)	4 years	Yes
<i>Licen2</i>	18 to 25	Female	9 years regular school (RS)	----	No
<i>Licen3</i>	18 to 25	Female	2 years PES; 2 years abroad (USA)	1 year	Yes
<i>Licen4</i>	18 to 25	Female	1-year private classes	----	Yes
<i>Licen5</i>	18 to 25	Female	8 years RS	----	Yes
<i>Licen6</i>	> 35	Male	3 years PES	----	Yes
<i>Licen7</i>	18 to 25	Female	7 years RS	1 year and a half	Yes
<i>Licen8</i>	25 to 35	Female	2 years PES	----	Yes

<i>Licen9</i>	18 to 25	Female	Only RS	-----	No
<i>Licen10</i>	> 35	Female	4 years RS	-----	Yes
<i>Licen11</i>	18 to 25	Male	5 years PES	2 and a half years	Yes
<i>Licen12</i>	18 to 25	Female	5 years RS	-----	Yes
<i>Licen13</i>	18 to 25	Female	Just RS	-----	Yes
<i>Licen14</i>	18 to 25	Female	10 years PES	6 years	Yes
<i>Licen15</i>	18 to 25	Female	1-year PES	3 years	Yes
<i>Licen16</i>	25 to 35	Female	1-year PES	-----	No
<i>Licen17</i>	18 to 25	Male	3 years RS	1 year	Yes

SOURCE: Designed by the author.

All participants of the research – teacher educators and undergraduate students – signed a Free and Informed Consent Form, according to the regulation of the Ethics and Research Committee of the Federal University of Paraná.

## 2.4 DATA GENERATING INSTRUMENTS AND PROCEDURES

As stated before, this study was supported by the precepts of qualitative research. Most of the data were generated with field research, although bibliographical references were also used to develop this thesis. Wood (2009, p. 2) states that fieldwork is “[...] research based on personal interaction with research subjects in their own setting”, that is, the researcher studies the participants in their local environments for a period of time. Thus, fieldwork data were generated from August 2017 to April 2018. I, as the main researcher, conducted all the different phases of fieldwork myself. First, I observed class observations in the supervised English teaching practicum; then, I applied questionnaires to teacher educators and undergraduates (Appendices A and C); after that, teacher educators and undergraduates were then interviewed (interview questions can be seen in Appendices D and E).

### 2.4.1 Observations

In qualitative research, observation is used as a possibility to enable the researcher to be in closer contact with the context of participants involved in the research. In this research, the class observation was an opportunity, to me as a researcher, to construct my own view of how practices were constructed and why



they were performed in that way. Through observation researchers can have an outline of how theory and practice have been understood by research participants. According to Lakatos and Marconi (2003), observation helps the researcher understand the participants' behaviors in a given context. In the observations of the supervised English Teaching Practicum, I was present in the classes that undergraduate students taught in public schools as a requirement for completing their degree. In this sense, I played the role of "non-participant observer" (LAKATOS; MARCONI, 2003), that is, I attended the practicum classes together with the schoolteacher, but I did not explicitly intervene.

In the fourth year of the night classes, the undergraduate English practicum was held in an elementary and high school. It is a well-located school which has more than a thousand students enrolled in 2017. According to the evaluative rules of the university's English teaching practicum for evening undergraduate students, each student should teach a total of eight 50-minute classes, in pairs. In this study, each pair taught eight classes, as required; only one undergraduate student taught her classes alone. Because of limitations of my schedule, I could observe only nine of the 72 regencies (performed by the evening 17 'evening' students), as the classes to be observed were taught while I was teaching my own regular classes at university. The undergraduate students taught their classes in the morning and afternoon, in August and September, 2017. The local schoolteachers were present in those classes. As part of the procedures of the practicum, the undergraduate students met the local schoolteachers - one from the morning classes and one from the afternoon classes - and discussed the school curriculum guidelines and the contents that the students needed to cover in that two-month period. I did not observe this first contact of the student teachers with the local schoolteachers, but I was told this information by the teacher educators who supervised the English teaching practicum. The undergraduate students adapted the plans according to the specificities stipulated by each local schoolteacher.

The classes that I observed were also attended by the teacher educator that was the practicum supervisor and the schoolteacher. The undergraduate students gave their lessons plans to me and to the local teacher so that we could keep track of the class activities; they usually adapted their classes according to the students' participation in the previous activities. In some situations, the undergraduate students had to make changes to the class plan because they did not consider their teaching

strategy to be effective for a particular group of students. That is to say, in some situations, undergraduate students, reacting to the response of the elementary or high school students in the first classes, decided to change their teaching strategy, so that there was an effective<sup>51</sup> use, in their point of view, of the proposed activities. For example, in one of the supervised practicum classes that I observed, the undergraduate students (Licen.1 and Licen. 5) worked on listening and oral skills using advertisements on video with a group of high school students. In their fourth class of the plan, Licen. 1 and Licen 5 worked on advertisements using pictures and video activities. As one of the assignments of the four-class plan, the students were expected to produce a video in pairs, with the theme “an advertisement on safety around buses”, based on the video<sup>52</sup> they had watched in class about safety around trains. However, the high school students did not hand in the video, because they had had difficulty in doing it by themselves; therefore, Licen.1 and Licen.5 decided to change their plan.

In the fourth year of the afternoon classes, the practicum classes were taught in another big elementary and high school, which has around two thousand students enrolled. According to the university’s English practicum professor from afternoon classes, each undergraduate student should teach eight 50-minute classes: four classes in first semester to students in the elementary school and four classes in high school, in the second semester. Because of time constraints and my work schedule, I observed the classes in October, so I could not observe three regencies of the four undergraduate students. The regencies were also made in the presence of the teacher educator and the local schoolteacher, but, unlike the other group of undergraduate students, the afternoon undergraduates taught their classes alone. Following the instructions of the afternoon practicum professor, each undergraduate student taught a total of four 50-minute classes.

#### 2.4.2 Questionnaires

The questionnaires are useful tools in the exploratory phase of the research, and I used them to collect information and to compile an educational profile of the

---

<sup>51</sup> Some examples of activities that undergraduate students considered to be “effective” were interactive and collaborative activities such as songs, games, etc., especially with elementary students.

<sup>52</sup> “Dumb ways to die – be safe around trains”. Available at <<https://www.youtube.com/watch?v=IJNR2EpS0jw>> Retrieved on August 2019.

respondents. Tymms (2012) argues that questionnaires can be beneficial for gathering information from a small group in the exploratory phase of the research, and the researcher can use them to transform the information expressed by the research participants into data (TUCKMAN, 2002).

Both the teacher educators and the undergraduate students were asked to provide the following data: name, date, gender, education and teaching experience. These data were used to identify the educational profile of the respondents.

While designing the questionnaires, I decided not to explicitly mention the terms multiliteracies, multimodality and ELF in order to not influence the respondents' answers. For this reason, I used descriptions of classroom situations as brief cases for them to express their point of view and compare to how they perceived their own classroom experiences. This allowed me to investigate the teacher educators and undergraduate students' practices without prompting answers. Such cases were also important as a source for the interview topics that were established afterwards. Throughout the text in data analysis, I will use the acronym QUEST. for QUESTIONNAIRE in the excerpts of the answers given by the research participants in questionnaires.

#### 2.4.2.1. Teacher educators' questionnaires

The teacher educators' questionnaire (Appendix B) was designed with open and closed-ended questions, with short and long answers, multiple choice questions, and the request for the respondents to justify their answers. The questionnaires were applied between November and December 2017.

The teacher educators answered a total of 15 questions. The questions were sequenced in themes, with the aim of facilitating data analysis.

At the beginning of the questionnaire, the teacher educators answered a question about where they had studied English, as I explained previously, when I presented the research participants, in item 2.3. After that, the teacher educators should answer questions about their English language learning experience before starting to study for the English Languages major; answer options were private language school, regular school and private lessons, or they could add their own answer. The purpose of this question was to understand how the teacher educators had learned English before they started university, and how long they had studied it.

In the second<sup>53</sup> question, teacher educators should indicate how long they have been teaching English. The purpose of this question was to observe their teaching experience. The third<sup>54</sup> question was about international proficiency tests. In this specific, structured question, the professor could point to the options of international tests provided, indicate another test option and justify why they had taken such test. This question was asked to check the teacher educators' opinions about the necessity of having international proficiency tests to teach English at the university, since in most of the tests to enter at the university, evaluators usually ask if the candidates have taken any international English test. I wondered to know how teacher educators deal with "the international testing culture as a requirement for checking knowledge of the language". Moreover, I wanted to know their opinions about the need to apply international tests at the Languages major, since at the beginning and at the end of each year, teacher educators usually apply international tests to identify the undergraduate students' proficiency level. In this university, the KET<sup>55</sup> is applied in the first year, the PET<sup>56</sup> is applied in the second and third year and the TOEFL<sup>57</sup> in the fourth year.

The fourth<sup>58</sup> and fifth<sup>59</sup> questions were asked to provide an overview of the proficiency construct. Teacher educators should indicate the ideal proficiency level required for English teaching and the undergraduate students' proficiency level in the major. I believe that these questions could provide an overview of what teacher educators expect from their students in terms of proficiency and of their opinions about proficiency at the university. Discussions about the proficiency construct are essential to understand teacher educators and undergraduate students' language-

---

<sup>53</sup> 2. Há quanto tempo você ensina a Língua Inglesa? (How long have you been teaching English?).

<sup>54</sup> 3. Você já fez algum desses testes internacionais? Por que? (Have you already taken any international test? Why?).

<sup>55</sup> It is known as Key English Test. It is an English language examination provided by Cambridge English Assessment. Available at: <<https://cambridgeenglish.org/exams-and-tests/key/>> Retrieved in April 2019.

<sup>56</sup> It is known as Preliminary English Test. It is designed for students with intermediate English from Cambridge University. Available at: <<https://cambridgeenglish.org/exams-and-tests/preliminary/>> Retrieved in April 2019.

<sup>57</sup> It is known as Test of English as a Foreign Language. It is an American English test accepted worldwide. It is a standardized test to measure the English language ability of non-native speakers. Available at: <<https://www.toeflgoanywhere.org/what-is-toefl>> Retrieved in April 2019.

<sup>58</sup> 4. Que nível de proficiência é necessário para lecionar a língua inglesa? (4. What level of proficiency is required to teach English?).

<sup>59</sup> 5. Como você descreveria o inglês usado pelos seus alunos nas aulas de língua inglesa na universidade? (How would you describe the English used by your students in English language classes at the university?).



related concepts, language use, error judgements, native-like proficiency requirement and the English linguistic model that they adopt in the EL classes. In this way, I could discuss questions such as: what is the purpose of proficiency for English teaching at the university? To develop a native-like speech? To develop intercultural communication among speakers? To ensure grammatical accuracy?

Still on the theme of proficiency, the teacher educators, in the sixth question<sup>60</sup>, were asked to choose the option, based on the *Likert scale*<sup>61</sup> (TUCKMAN, 2002), which indicated their opinion about the undergraduate students' use of English in the classroom – very satisfied, satisfied, fairly satisfied, dissatisfied, very dissatisfied – in the listed abilities: speaking, writing, listening, reading, grammar, vocabulary, pair work, individual work and autonomy. In this question, the teacher educators expressed their overall satisfaction with some activities performed in the classroom which involved the themes mentioned above. The purpose of this question is to know teacher educators' expectations about the undergraduate students' English proficiency.

In the seventh question<sup>62</sup>, about teaching practices, teacher educators answered how they taught the English language in their classes. The intention of this question was to understand how teacher educators conceptualized language and used didactic-pedagogical resources in EL classes. Another objective was to explore whether or not the concept of language and the teaching practices were related.

The eighth<sup>63</sup> and ninth<sup>64</sup> questions were about the theme of ELF and repercussions for teaching practices. The objective of these questions was to analyze how the teacher educators viewed the English language and perceived the

<sup>60</sup> 6. Como você se sente em relação ao uso da língua inglesa pelos seus alunos nos quesitos que seguem: oralidade, produção escrita, audição, leitura, gramática, vocabulário, trabalho em duplas, trabalho individual, autonomia. (How do you feel about your students' use of English in the following points: speaking, writing, listening, reading, grammar, vocabulary, pair work, individual work, autonomy).

<sup>61</sup> This is a scale with levels created by researchers to quantify respondents' responses to their attitudes, value judgments, and perceptions (TUCKMAN, 2002, p. 279).

<sup>62</sup> 7. Como o ensino de língua inglesa é abordado nas suas aulas? Comente a respeito da sua prática, o uso do livro didático, as atividades em sala de aula, estratégias de ensino, materiais didático-pedagógicos. (How do you teach English in your classes? Comment about your practice, the textbook, classroom activities, teaching strategies, didactic-pedagogical resources).

<sup>63</sup> 8. Há diferenças na língua inglesa ensinada por um professor nativo ou por um professor não nativo? Por quê? (Are there differences in the English language taught by a native teacher or a non-native professor? Why?).

<sup>64</sup> 9. Você acha que deveria haver professores falantes nativos de Língua Inglesa no corpo docente da universidade? Por quê? (Do you think there should be native English-speaking professors at the university? Why?).

use of language variation in EL. The teacher educators were questioned whether there were differences in EL teaching taught by native or non-native teachers<sup>65</sup>. This problematization is relevant at the university because concepting ELF instead of EFL brings consequences to classrooms practices. If teacher educators adopt the “ELF-aware perspective”<sup>66</sup> (SIFAKIS, 2014a), aspects related to the decentralization of the native speaker model, culture and linguistic correction must be rethought (EL KADRI, 2010). Still on this subject, the tenth<sup>67</sup> question was designed for teacher educators to express their opinion about the implications of the expansion of the English language in the global world to the context of English teaching at university. The eleventh<sup>68</sup> question asked the teacher educators about how they deal with different levels of proficiency in the classroom. Connections between the concept of EL and the teacher educators’ concept of error were explored at this point, which could also contribute to an analysis of how they see ELF in their own classroom practice.

The theme teacher education was addressed in the twelfth<sup>69</sup> question; the teacher educators should describe their educational role at the university. The purpose of this question was to observe how the professors understood their responsibilities as teacher educators. I wondered to know how the teacher educators encourage undergraduate students’ learning practices, how they associate theory with practice and how they use the didactic-pedagogical procedures in their classes.

Regarding the questions about translingualism, two situations were proposed to teacher educators. On the thirteenth question, teacher educators read the dialogue between a hotel manager and a tourist and commented on the reasons for the communication difficulty between the interlocutors. This hypothetical situation was created to simulate misunderstandings that Brazilian speakers of English may have, especially with the use of false cognates, and to understand how teacher educators would have reacted if this situation had happened in the classroom.

---

<sup>65</sup> These concepts will be discussed in chapter 4.

<sup>66</sup> The discussion of ELF-Aware perspective will be held in chapter 4.2.

<sup>67</sup> 10. Que implicações a expansão da Língua Inglesa no mundo global traz para o seu contexto de sala de aula? (What implications does the expansion of the English Language in the global world bring to your classroom context?).

<sup>68</sup> 11. Como você lida com os diferentes níveis de proficiência dos alunos em sala de aula? Explique. (How do you work with students’ different proficiency levels in the classroom? Please explain).

<sup>69</sup> 12. Como você descreveria o seu papel na formação do futuro docente de Língua Inglesa da universidade? (How would you describe your role as a teacher educator at the university in the education of future English language teachers?).

In the last question of the questionnaire, ten sentences written in the EL were listed; they were used in ways that may typically occur with language learners – commonly referred to in language acquisition theories as “errors” or “norm deviations”. The teacher educators were expected to comment on their reactions to these sentences and how they would deal with them in class.

#### 2.4.2.2. Undergraduate students' questionnaires

The undergraduate students' questionnaire (Appendix C) included open and closed-ended questions with short and long answers, multiple choice, checkboxes, and also Likert-type scale (TUCKMAN, 2002) questions. In some questions, the participants needed to justify their answers. The questionnaires were applied between November and December 2017.

The undergraduates answered a total of 18 questions. Again, the issues were grouped into themes.

Initially, the students answered questions about their personal data – name, gender and age group. The first three questions<sup>70</sup> were designed with the intention of identifying the respondents' educational profile with information about previous knowledge of English and questions about the undergraduate students' interest in teaching English, and their professional experience. The purpose of these questions was to ascertain whether students were already involved in English teaching.

The fourth<sup>71</sup> structured multiple-choice question was about the subject of proficiency. The undergraduate students should choose the option that best suited their levels of proficiency. They could choose one of the three options – basic, intermediate or advanced. The intention of this question was to check how the students rated their own proficiency level in the language major. I also wanted to observe if they perceive a specific level of proficiency as imperative for English teaching, and also if they think they are able to teach English with their own current level of proficiency in English.

---

<sup>70</sup> 1. Antes do curso de Letras, onde você estudou inglês formalmente? (1. Before starting university, where did you study English formally?); 2. Há quanto tempo você ensina inglês? (How long have you been teaching English?); 3. Você pretende ser professor de Língua Inglesa? Por favor justifique a resposta. (Do you intend to be an English teacher? Please, justify your answer).

<sup>71</sup> 4. Seu nível de proficiência em inglês é? a) básico; b) intermediário; c) avançado. (Your proficiency level in English is, a) basic; b) intermediate; c) advanced).

The fifth, sixth and seventh questions covered themes about English language learning, associated with the conception of language and use of didactic-pedagogical resources. In the fifth<sup>72</sup> structured question, the students could choose the various options (by selecting checkboxes) that indicated how they used the language in their daily lives. In the sixth<sup>73</sup> question, they expressed their opinions about how they would feel if they had to use English in all of their daily activities. They were expected to choose one of the five options, between very satisfied and very dissatisfied. In the seventh<sup>74</sup> question, they pointed out the options of didactic-pedagogical resources that they considered to be relevant to EL teaching; the answer options were arranged on a list, and respondents could choose more than one option. In this group of questions, the main purpose was to understand what resources (from blackboard to technological aids through access to the Internet) they considered as important and if they were to use them in their English classes. I wanted to know if technological resources were used more often outside or inside university.

The objective of the eighth<sup>75</sup> question was to check the undergraduate students' perception of pedagogical practices; they were asked how EL was taught at the university, and they were expected to comment on aspects relative to teaching practice, textbook, classroom activities, teaching strategies and didactic-pedagogical subjects. Also about teaching practices and EL teaching, the students were asked to answer the ninth<sup>76</sup> question; they had to express their opinion about the EL teaching approaches that they learned at university and justify the choice for an EL teaching approach for use in a public school. In this set of questions, the objective was to understand what approaches they have used when preparing their classes for the

---

<sup>72</sup> 5. Em que situações na sua vida cotidiana você utiliza a Língua Inglesa? (In what daily life situations do you use the English language?).

<sup>73</sup> 6. Como você se sentiria se tivesse que utilizar a Língua Inglesa em todas as suas atividades diárias? (How would you feel if you had to use the English Language in all your daily activities?).

<sup>74</sup> 7. Que recursos didático-pedagógicos você acha importante para o ensino de Língua Inglesa? (What educational and didactic resources do you find to be important for teaching English?).

<sup>75</sup> 8. Como foi o ensino de Língua Inglesa na universidade? Comente a respeito da prática docente, livro didático, atividades em sala de aula, estratégias de ensino, materiais didático-pedagógicos. (What was English language teaching like at university? Comment on teaching practice, textbook, classroom activities, teaching strategies, didactic-pedagogical materials).

<sup>76</sup> 9. Das abordagens de ensino de Língua Inglesa que você estudou na universidade, quais você considera mais significativas para o ensino fundamental e médio da escola pública? Justifique. (Among the English language teaching approaches that you studied at university, which ones do you consider to be the most meaningful for elementary and high public schools?).

English teaching practicum and what didactic-pedagogical approaches they use in their classes.

Regarding multiliteracies and multimodality, the undergraduate students answered the tenth structured question by marking checkboxes, based on the Likert scale (TUCKMAN, 2002). They indicated what literacy practices they were involved with in the EL major, using printed texts, body language, oral practices, auditory practices, images, and drawings. They could tick the scale with the options: often, sometimes, rarely, or never. The eleventh<sup>77</sup> question was also about literacy practices. In this topic, the intention was to realize if students used multiliteracies and multimodality in their English major.

In the theme about the notion of ELF, the undergraduate students answered questions twelve to fifteen<sup>78</sup>. I sought to know if the undergraduates wanted to learn EL abroad, and if they considered that to be crucial to their learning. They were also asked if they had different behaviors when they interacted with native and non-native speakers. I also asked them if they thought it was important to have professors in the Languages major that were native speakers of English. The purpose of this set of questions was to understand the students' concept of ELF and the impact of the native speaker construct on their relationship with English.

In the sixteenth<sup>79</sup> question, about teacher education, the undergraduate students answered were asked about the role of their teacher educators in the languages major, especially in the field of English language. I wanted to know the undergraduate students' opinions of their teacher educators' roles in their teacher education.

---

<sup>77</sup> 11. Comente sobre sua experiência de leitura de textos em inglês na universidade. Mencione aspectos relevantes, como, por exemplo, tempo, vocabulário, estrutura da língua, tamanho do texto, etc. (Comment on your experience of reading English texts at university. Mention relevant aspects such as time, vocabulary, language structure, text size, etc.).

<sup>78</sup> 12. Você gostaria de aprender inglês no exterior? Onde e por quê? (Would you like to learn English abroad? Where and why?); 13. Você reage de maneiras diferentes quando em contato com um falante nativo de Língua Inglesa ou quando em contato com um falante não-nativo dessa língua? Explique. (Do you react differently when interacting with a native speaker of English or when interacting with a non-native speaker of English? Please explain.); 14. Você acha que deveria ter professores falantes nativos de Língua Inglesa no corpo docente da universidade? Por quê? (Do you think you should have native English-speaking teacher educators at university? Why?); 15. Qual é o nível de proficiência para ser um professor de inglês? (What is the proficiency level to be an English teacher?).

<sup>79</sup> 16. Qual é o papel do professor na sua formação? (What is the role of teacher educators in your teacher education?).

In the last two questions, the undergraduate students were asked about the same situations analyzed by the teacher educators – a dialogue between the hotel manager and a tourist – and they should express if they realized what the reason would be for the communication difficulty in the dialogue. In the second situation – ten written sentences in EL were presented with some uses that may occur with language learners – and undergraduate students should comment on their reactions. The questions were intended as a means to observe how undergraduate students deal with translingualism, the influence of Portuguese<sup>80</sup> in the learning of English and the use of the false cognates.

### 2.4.3 Interviews

Another source of data generation was the interview. Haguette (1997) conceptualizes the interview as a “process of social interaction between two people in which one of them, the interviewer, aims to obtain information from the other, the interviewee”<sup>81</sup> (HAGUETTE, 1997, p. 86). In qualitative data generation, the interview is a very useful technique, since it allows gathering both objective and subjective data. Through questionnaires and interviews, the researcher can identify “[...] what a person knows (information or knowledge), what he likes and dislikes (values and preferences) and what he thinks (attitudes and beliefs)”<sup>82</sup> (TUCKMAN, 2002, p. 307), or rather, what the person ‘says’ he knows, likes and thinks.

In this study, I decided to use the semi-structured interview model, that is, I combined open and closed questions, giving the respondent the opportunity to address the issue. In this type of interview, the interviewer conducts the conversation, carefully observes when there is a change in focus, and immediately decides whether it is necessary to resume the previous focus or if it is worth creating new outbreaks eventually, depending on the progress of the interview. Thus, the researcher “must be careful to direct, at any time he deems appropriate, the discussion of the matter of his interest, by asking additional questions to clarify

---

<sup>80</sup> Throughout the text, I will use ‘Portuguese’ instead of L1 or mother tongue to refer to Brazilian’s first language, and ‘English’ to refer to second language acquisition (L2).

<sup>81</sup> Original quote: “[...] processo de interação social entre duas pessoas na qual uma delas, o entrevistador, tem por objetivo a obtenção de informações por parte do outro, o entrevistado”.

<sup>82</sup> Original quote: “[...] o que uma pessoa sabe (informação ou conhecimento), o que gosta e não gosta (valores e preferências) e o que pensa (atitudes e crenças)”.

matters that have not been clear or to help re-contextualize the context of the interview”<sup>83</sup> (BONI; QUARESMA, 2005, p. 75). At the same time, he must also be sensitive to the interviewee’s interests, considering whether they can also be the researcher’s interests in the course of the research.

Below, I present the next two sections, and explain how the interview scripts were drawn up and how the interviews were conducted. Throughout the text in data analysis, I will use the acronym INT. for INTERVIEW in excerpts quoted by the research participants to indicate verbal information that was audio-recorded and transcribed.

#### 2.4.3.1 Teacher educators’ Interviews

The semi-structured interview was conducted after the application of the questionnaire. Its purpose was to clarify the respondents’ answers that were unclear or incomplete in the questionnaire (Appendix D). The interviews were conducted in March and April, 2018. All teacher educators who answered the questionnaire answered a total of twelve questions in the interview. In the first two<sup>84</sup> questions, the objective was to understand teacher educators’ concept of language. The participants answered questions about their teaching approach, objectives, lesson planning, and selection of materials. The purpose of the two subsequent questions, the third<sup>85</sup> and fourth<sup>86</sup> questions, was to investigate how teacher educators behaved in situations of misunderstanding (oral, auditory, written) in English language

---

<sup>83</sup> Original quote: “[...] deve ficar atento para dirigir, no momento que achar oportuno, a discussão para o assunto que interessa a ele, fazendo perguntas adicionais para elucidar questões que não ficaram claras ou ajudar a recompor o contexto da entrevista, caso o informante tenha ‘fugido’ ao tema ou tenha dificuldades com ele”.

<sup>84</sup> 1. Que perspectivas sobre a língua inglesa orientam sua prática? (What do English language perspectives guide your practice?); 2. Qual é a sua abordagem de ensino de línguas? Como o ensino de língua inglesa é abordado nas suas aulas? Mencione os seus objetivos, quais os tipos de conhecimento privilegiados, suas práticas de planejamento (seleção de materiais), etc. (What is your language teaching approach? How do you address English language teaching in your classes? Mention your goals, what kind of knowledge you select, your planning practices (selection of materials), etc.).

<sup>85</sup> 3. Na sala de aula, quando você ou seu aluno se deparam com uma situação de desentendimento (oral, auditivo, escrita, leitura) na comunicação em língua inglesa, qual é a sua atitude? (3. In the classroom, when you or your student face a situation of misunderstanding (oral, auditory, writing, reading) in English communication, what is your attitude?).

<sup>86</sup> 4. Na sua prática costumam acontecer situações em que diferenças culturais entre o inglês e o português são explícitas nas situações de interação? Como você lida com elas? (In your pedagogical practice, do you realize situations where cultural differences between English and Portuguese are explicit in interactions situations? How do you deal with them?).

communication and the possible relations between the Portuguese language and the learning of English as a second language by their students. These questions elicited professors' understanding of translingualism, how they dealt with Portuguese influence upon English learning and how they help undergraduate students with misunderstandings. In the section about proficiency, three questions<sup>87</sup> were asked; the teacher educators answered which proficiency level they thought should be expected of an EL teacher and if the English languages major developed the students' proficiency level satisfactorily. The objective of the questions was to compare undergraduate students and teacher educators' answers to check what they consider as an acceptable proficiency to teach and to understand their conception of language. The goal of the eighth<sup>88</sup> question, about ELF, was to discover if teacher educators perceived differences between the concepts of EFL and ELF. The ninth<sup>89</sup> and tenth<sup>90</sup> questions were designed to identify the teacher educators' perceptions of multiliteracies and multimodality; I wanted to know how teacher educators would behave in situations with a constant flow of communication and information and the construction of meanings in the most varied semiotic modes (linguistic, visual, spatial, gestural, and sonorous), and how they would deal with these issues in the

---

<sup>87</sup> 5. Qual proficiência na língua inglesa é importante para ser professor de inglês? Por quê? (What level of English proficiency is required for someone to be an English teacher? Why?); 6. Como você define ou identifica o nível de proficiência de um professor de inglês? Quais elementos você leva em consideração ao pensar sobre a proficiência de um professor de inglês? (How do you define or identify the level of proficiency of an English teacher? What elements do you take into consideration when thinking about the proficiency level of an English teacher?); 7. Você acredita que o curso de Letras em que atua desenvolve esse nível de proficiência nos alunos? Você acha que seria possível desenvolver? O que precisaria ser modificado no curso para tanto? (Do you believe that the English major in which you teach develops this proficiency level in students? Do you think it could be possibly developed? What would need to be changed in the major to this end?).

<sup>88</sup> 8. Você vê alguma diferença entre o ensino de inglês como língua estrangeira ou como língua franca? Se sim, quais são os pontos positivos e negativos do inglês ser ensinado como uma ou outra? (Do you see any difference between teaching English as a foreign language or as a lingua franca? If so, what are the advantages and disadvantages of English being taught as one or the other?).

<sup>89</sup> 9. No mundo contemporâneo há um complexo fluxo de comunicação e informação e os sentidos são construídos em diferentes modalidades (linguística, visual, espacial, gestual, sonora). Você acha importante trazer tais questões para a sala de aula? Explique. Se sim, você o faz? Como isso é tratado nas suas aulas de língua inglesa? (In the contemporary world, there is a complex flow of communication and information and the meanings are constructed in different modalities (linguistic, visual, spatial, gestural, aural). Do you think it is important to approach this issue in the classroom? Explain. If so, do you see yourself doing that? How do you deal with this issue in your English classes?).

<sup>90</sup> 10. Como as rápidas mudanças do mundo contemporâneo (comunicabilidade, trânsito rápido de informação e transitoriedade de informações, globalização) podem influenciar sua formação docente? E a formação de seus alunos? (How can the quick changes in the contemporary world (communicability, spread and transience of information, globalization) influence your teacher education? What about your students' learning?).



classroom. Finally, in the question about teacher education and curriculum, I asked teacher educators about the knowledge required to teach the EL and what they believed should be included in the curriculum of the major.

#### 2.4.3.2 Undergraduate students' interviews

The semi-structured interview with the undergraduate students (Appendix E) was carried out in March and April 2018. They answered a total of fourteen questions. In order to better prepare the data set, I decided to separate the questions by themes again. Taking into consideration the theme of teaching career and beliefs, the undergraduate students answered two questions<sup>91</sup> about why they chose the languages major, what EL learning was like and why they decided to teach English or not. The purpose of these questions was to check if students who graduated in the EL and literature major wanted to become a teacher. If they did not want to be a teacher, they were asked what kind of job they would want to have. The third<sup>92</sup> and fourth<sup>93</sup> questions were about the concept of language; they sought to discover, based on the undergraduate students' answers, how they selected and prepared didactic-pedagogical materials for their classes and if they were looking for some specific kind of English when planning their classes, in addition to the choice of EL teaching approaches. In the theme of translingualism, the fifth<sup>94</sup> and sixth<sup>95</sup> questions asked the undergraduate students to report their reactions to a misunderstanding in

---

<sup>91</sup>1. Por que você escolheu fazer Letras Licenciatura? (Why did you choose to do the Portuguese/English languages major?); 2. Me conte da sua aprendizagem da língua e do seu interesse na docência da língua inglesa. (Tell me about your language learning and your interest in teaching English).

<sup>92</sup> 3. Ao preparar das aulas, quando faz uso de material didático-pedagógico, que tipo de material você busca? O que você espera encontrar num bom material? (During class preparation, when you use didactic-pedagogical materials, what kind of material do you seek? What do you expect to find in a good material?).

<sup>93</sup> 4. No preparo das aulas, em que abordagem de ensino de língua você se baseia? Você dá ênfase a alguma habilidade específica (oralidade, leitura, escrita, audição, gramática)? (During class preparation, which language teaching approach do you take? Do you emphasize any specific skills (speaking, reading, writing, listening, grammar)?).

<sup>94</sup> 5. Na sala de aula ou fora dela, na interação com outros usuários da Língua Inglesa, quando você se depara com um "misunderstanding – mal-entendido" (oral, auditivo, escrita, leitura) na comunicação, qual é a sua atitude? (Inside or outside the classroom, in the interaction with other users of the English language, how do you react when you face a "misunderstanding" (oral, auditory, writing, reading) in communication?).

<sup>95</sup> 6. Você acha que seu conhecimento da Língua Portuguesa influencia a maneira como você aprende a Língua Inglesa? E vice-versa? Explique. (Do you think your knowledge of the Portuguese language influences the way you learn English? And vice versa? Please explain.).

communication, as well as the relations they perceived between Portuguese language and EL learning.

The situation presented to the undergraduate students was the same one presented to the teacher educators, in order to approximate the answers in data analysis. The seventh<sup>96</sup> and eighth<sup>97</sup> questions were about proficiency. They asked if a teacher should have a high level of proficiency to be able to teach and what prerequisites should be required. As far as ELF is concerned, undergraduate students were asked, in the ninth<sup>98</sup> question, whether they perceived differences between EFL and ELF. The purpose of the question was to understand how the students conceptualized language. In questions tenth and eleventh<sup>99</sup>, addressing the same situation previously presented to the teacher educators about the theme of multiliteracies and multimodality, I tried to investigate the undergraduate students' reactions to the rapid changes in the contemporary world, and how these changes would interfere in their practices. Questions twelfth to fourteenth<sup>100</sup>, about teacher education and curriculum, asked the students what the teacher's role was in their education, and they also needed to explain if the curriculum of the languages major

---

<sup>96</sup> 7. É importante ter alta proficiência na Língua Inglesa para ser professor de inglês? Por quê? (Is it important to have a high level of English proficiency to be an English teacher? Why?).

<sup>97</sup> 8. Como você percebe se uma pessoa tem alta proficiência? E se um professor tem alta proficiência? São os mesmos indicativos para uma pessoa em geral ou para um professor? (How do you realize if a person / teacher has a high level of proficiency? Are there the same requirements for a person in general or for a teacher?).

<sup>98</sup> 9. Quais são os pontos positivos e negativos do inglês ser ensinado como língua estrangeira ou língua franca? (What are the positive and negative aspects of teaching English as a foreign language or as a lingua franca?).

<sup>99</sup> 10. No mundo contemporâneo há um complexo fluxo de comunicação e informação e os sentidos são construídos em diferentes modalidades (linguística, visual, espacial, gestual, sonora). Como isso é tratado nas suas aulas de língua inglesa (na universidade e no preparo das suas aulas como professor)? (In the contemporary world, there is a complex flow of communication and information and the meanings are constructed in different modalities (linguistic, visual, spatial, gestural, aural). How do you deal with it in your English classes (At the university and in your lesson plans as a teacher)?). 11. Como as rápidas mudanças do mundo contemporâneo (comunicabilidade, trânsito rápido de informação e transitoriedade de informações, globalização) podem influenciar sua formação docente? E a formação de seus alunos? (How can the quick changes in the contemporary world (communicability, spread and transience of information, globalization) influence your teacher education? What about your students' learning?).

<sup>100</sup> 12. Quais saberes/ conhecimentos foram fundamentais para você durante o curso? Quais saberes você considera imprescindíveis à formação do futuro professor de língua inglesa? (What kinds of knowledge were essential for you during your major? What knowledge do you consider essential for teacher education?); 13. Qual tem sido o papel dos seus professores, especialmente os de língua inglesa na sua formação? (What has been the role of your English teachers in your teacher education?); 14. Você acredita que o currículo do curso de Letras leva em conta a maioria dos conhecimentos necessários à sua formação? O que você sugere que seja incluído ou excluído? (Do you believe that the curriculum of the major takes into account the knowledge required for your education? What do you believe should be included or excluded?).

took into account knowledge that they considered essential for language practice. The purpose of these questions was to discover the undergraduate students' level of satisfaction with their own knowledge in the major and the teacher educators' roles in their education.

## 2.5 DATA ANALYSIS PROCEDURES

As I have mentioned previously, data were generated through a variety of instruments, such as class observation during the supervised curriculum practicum, and questionnaires and interviews applied to the undergraduate students and the professors. Qualitative content analysis of the empirical material was performed to identify categories of the generated ideas. According to Gatbonton (1999), qualitative data analysis can be performed through five steps: "[...] segmentation and labelling, categorization, category definition, data selection, and abstracting pedagogical knowledge domains suggested by categories" (GATBONTON, 1999, p. 38). This research followed such steps thoroughly.

In this ethnographic study, I had the opportunity to analyze the participants' practices – professors acting as educators, and undergraduate students preparing themselves to be teachers. Watson-Gegeo (1988) posits as the ethnographer's researcher goal "[...] to provide a description and an interpretive-explanatory account of what people do in a setting (such as a classroom, neighborhood, or community), the outcome of their interactions, and the way they understand what they are doing (the meaning interactions have for them)" (WATSON-GECEO, 1988, p. 576).

In order to produce a deep analysis of the empirical data generated through the questionnaires and interviews that were answered by the research participants, the procedures suggested by Bardin (1977, p. 89) were followed: "1) pre-analysis, 2) material exploration, 3) treatment of results, inference and interpretation"<sup>101</sup>. In the pre-analysis, I organized and systematized the preliminary ideas I had inferred from the questionnaires and semi-structured interviews. To this end, I organized the answers of the questionnaires and the interview transcriptions in tables, in order to visualize them more easily (Appendix F). After that, I did "floating reading" (BARDIN, 1977, p.90), that is, I perused all the data in order to have my first impressions.

---

<sup>101</sup> Original quote: 1) a pré-análise, 2) a exploração do material, 3) o tratamento dos resultados, a inferência e a interpretação".

Within the scope of qualitative research, I understand that my work as a researcher is not neutral, and there is no right answer in ethnographic studies, because “truths are thus inherently partial” (CLIFFORD, 1986, p.7); this way, data are interpreted and analyzed under the researcher’s perspective. Thus, while interpreting the professors and students’ practices and perspectives, my analysis was not neutral. Furthermore, when reading the contents of the questionnaires and interviews, I was not interested in making generalizations, or manipulating the phenomenon under investigation; rather, I was interested in constructing possible understandings of the ways teacher educators and undergraduate students seemed to perceive their practices in the major, based on the informed interpretation I constructed as a researcher while triangulating the research-generated data.

The pre-analysis phase was followed by the phase of material exploration (BARDIN, 1977, p.95), in which I organized the concepts and themes, and codified and selected categories of analysis. Bardin (1977, p.98) points out that the focus of the research can be defined either at the semantic level (theme) or at the linguistic level (selection of words or phrases). In Franco’s perspective (2005, pp. 58-59), categories must be created in two ways. They can be created “a priori (predetermined according to the search for a specific response of the researcher), or not defined a priori (they emerge from speech, from the discourse, from the content of the answers and they imply that the material under analysis needs to be constantly referred back to theory)”<sup>102</sup>. In this research, during the planning of the questionnaire and the interview, I tried to group the issues into themes, that is, I used the themes created “a priori” (FRANCO, 2005) as a means of supporting my data analysis. In order to organize the questions into thematic units, I created the following main categories: language concept, pedagogical and didactic resources, multiliteracy, multimodality, proficiency, ELF, translanguaging, teacher education and curriculum. By using these categories, I can have a broad view of the practices of undergraduate students and professors in the English major in the degree program at the participant university.

Data analysis and interpretation is the third phase of content analysis. In this research, data from both the teacher educators and the undergraduate students will

---

<sup>102</sup> Original quote: “[...] a priori (são predeterminadas em função da busca a uma resposta específica do investigador), ou não definidas a priori (emergem da ‘fala’, do discurso, do conteúdo das respostas e implicam constante ida e volta do material de análise à teoria)”.

be analyzed, since they integrate the same community of teacher education stakeholders, and what one group said clarified the accounts of the other.

In this chapter, I presented the discussion about the theoretical framework for qualitative research in higher education, the qualitative ethnographic research, the method, the context of investigation, the description of the research participants, the instruments used in data generation and the procedures that will be used in data analysis. In the following chapter, I will focus on the theoretical basis of teacher education in the contemporary world, the reflection on teaching practices for dealing with constant changes in the global world, and the discussion about literacy and multiliteracies and their respective impact on teacher education.

### 3 TEACHER EDUCATION IN CONTEMPORANEITY: THE CHALLENGES OF MULTILITERACIES IN ENGLISH TEACHING

*“To teach is not to transfer knowledge but to create the possibilities for the production or construction of knowledge<sup>103</sup>” (FREIRE, 1996, p.47).*

In this chapter, I discuss teacher education in face of contemporary challenges, the emergence of ICTs in everyday life and the need to reflect critically the pedagogical practice to new demands arising from globalization. In this context that is in constant change, I consider the benefits of discussing teacher educators' praxis, knowledge management in teacher education, the higher education curriculum, and teacher educators' challenges concerning multiliteracies and multimodality in contemporaneity, because these problematizations could envision possibilities of change in education for future generations.

Discussing teacher education in the contemporary world has been characterized as a great challenge. Outside the school environment, we are in touch with a volatile, fluid universe (BAUMAN, 2001), which is inconstant, and full of colors, sounds, screens, hyperlinks, movement; however, in school settings, we are still tied to a restricted curricular structure, without much flexibility. What prevails is teaching “[...] based on the predominance of teachers' exposure of content and students' memorization of it”<sup>104</sup> (ANASTASIOU; ALVES, 2006, p.47). How is it possible to think of teacher education in the face of the stormy and overwhelming changes that are already present in everyday life? How to make language teaching more attractive and challenging, providing an environment of interactivity and active, collaborative participation of learners?

Living in a globalized age, in which access to knowledge is facilitated to many by the world wide web – which enables not only communication with other peoples and cultures but also access to facts happening in real time – has a huge impact on education and in university settings. If, on the one hand, knowledge is more accessible to a great part of the world population, on the other hand, it has

---

<sup>103</sup> Original quote: “Ensinar não é transferir conhecimento, mas criar as possibilidades para a sua própria produção ou a sua construção”.

<sup>104</sup> Original quote: “[...] baseado na predominância da exposição do conteúdo pelo professor e da memorização dele pelos alunos”.

increased the divide between those who have access to such technology and those who do not. Technological development and globalization have changed the way knowledge is distributed and understood; it has become fluid, subject to change, and causes instability and uncertainty for teacher education. In this way,

[...] Educators have been challenged to understand how students build knowledge using new information technologies, as well as to contemplate teaching that takes into account new working relationships, public and personal life, through the teaching of foreign languages<sup>105</sup> (MACIEL, 2011, p. 265).

In addition to the challenges posed to educators, we need to have a critical look at the consequences of globalization, since there is, undoubtedly, a “[...] hegemonic narrative presented as the idea that the world is interconnected, that people have approached and that equality is more present, because the distances have been shortened in the face of communication technologies”<sup>106</sup> (MARTINEZ, 2017, p. 17-18).

I believe that the teacher educators' actions change over time, under the influence of both public policies and access to the knowledge required for professional activity. They are determined by the social, historical, temporal and cultural conditions that characterize and identify teacher educators. In this way, as an attentive observer of the students' environments, I would say that teacher educators could be in touch with their students, intervene and establish links between the universal and local knowledge, and associate them with the reality of students' context. Thus, it is necessary to discuss how and what knowledge is legitimized at the university context, as well as to realize if this knowledge will be effective and useful for the contexts in which students will act in the future.

Thinking about the teacher education context implies reflection on how teachers conceive teaching. Considering the Brazilian reality, what is the social role of English teachers in Brazilian society? What is required of foreign language teachers nowadays and what is actually given to them?

---

<sup>105</sup> Original quote: “[...] os educadores têm sido desafiados a compreender como os alunos constroem conhecimentos usando novas tecnologias de informação, bem como a contemplar um ensino que leve em consideração as novas relações de trabalho, da vida pública e pessoal por meio do ensino de línguas estrangeiras”.

<sup>106</sup> Original quote: “[...] narrativa hegemônica se vende a partir de uma imagem de que o mundo está interconectado, de que as pessoas se aproximaram e de que a igualdade se faz mais presente, pois as distâncias se encurtaram diante das tecnologias de comunicação”.

Unfortunately, the work of English language teachers in Brazilian public schools is still undervalued. Discussions about the importance of EL in Brazilian schools are still incipient, and teacher educators do not have effective political policies and institutional support to change this scenario. In this regard, Moita Lopes (1996, apud RODRIGUES, 2016) has already cited some features that contribute to the negative quality of English teaching in Brazilian schools, e.g., “[...] large classes, insignificant workload, excessive workload of teachers, who do not have enough time to devote to class preparation, lack of basic teaching materials and very low credibility in language teaching by the school community (students, parents, workmates, school principals), or by society in general”<sup>107</sup> (MOITA LOPES, 1996, apud RODRIGUES, 2016, p. 17). Jordão (2013a) also argues that in addition to teachers’ devaluation, low salaries, poor pre-service and in-service teacher education, teachers find it difficult to propose effective actions to change their realities; thus, according to the referred author, “[...] while we cannot organize ourselves, the governments’ actions seem to be constructed top-down, usually ignoring universities, teachers, professional associations, which in turn cannot cope with their differences and otherwise be united for common purposes”<sup>108</sup> (JORDÃO, 2013a, p. 283).

In my view, the challenges of the contemporary world and the devaluation of teachers can make it more difficult to implement changes in practices; however, teachers can take the initiative and seek to transform their practices, as well as transgress the imposition of dominant practices and promote significant changes in their educational contexts.

Regarding the need of promoting teacher education programs by higher education institutions, Pimenta and Anastasiou (2002, p. 24-25) emphasize four principles that should underpin teacher education:

---

<sup>107</sup> Original quote: “[...] turmas muito numerosas, carga horária inexpressiva, excesso de trabalho do professor, que não tem tempo suficiente para se dedicar ao preparo das aulas, falta de material didático básico e a própria baixa credibilidade no ensino de línguas na escola, seja por parte da comunidade escolar (alunos, pais, colegas, direção da escola), seja por parte da sociedade em geral”.

<sup>108</sup> Original quote: “[...] enquanto não conseguimos nos organizar, as ações dos governos parecem ser construídas de cima para baixo, normalmente ignorando as universidades, os professores, as associações profissionais, que por sua vez não conseguem lidar com suas diferenças para unir-se em torno de propósitos comuns”.



- I – To provide teachers with analytical perspectives so that they can understand the historical, social, cultural, and organizational contexts of their teaching activity, as a condition to enable intervention on it.
- II - To focus on knowledge in the teacher education process, promoting the mediation between the meanings of teaching knowledge in the current world and in the contexts in such knowledge is produced.
- III - To foster further knowledge based on a method of problematization and analysis of situations of teaching as a social practice.
- IV - To use research as a cognitive principle in teacher education, proposing research on situations relative to teaching and to schools, in order to include research in the teacher education course and in teachers' practice<sup>109</sup>.

According to the authors, pre-service teachers are expected to be involved in the contexts in which they are being prepared to teach, as well as to establish relationships between the formal knowledge from curricula and the informal knowledge that permeates daily life, and to use research as a means of investigating their own practices. According to Pimenta and Anastasiou (2002, p. 13) “[...] changes in teaching practices will be only effective if teachers broaden their awareness of their practice (...), which presupposes the theoretical and critical knowledge about reality”<sup>110</sup>. In this way, I believe that practices will be productive if teachers are aware of their performance in the classroom and their locus of enunciation in the school environment.

Teacher education and professionalization policies were more prominent in Brazil at the end of the 20th century, in the period before the publication of Law 9,394 / 96, with the inclusion of the designation "education professionals" in Articles 61 to 67 of the aforementioned law, as emphasized by Ens, Gisi and Eyng (2010, p. 47).

In the case of Languages major, more particularly, the CNE / CES Report nº 492/2001, enacted by the National Education Council (Conselho Nacional de Educação – CNE) and the Higher Education Chamber (Câmara Superior de Educação<sup>111</sup> – CES), approved on April 3, 2001, stresses the need to consider, in the

---

<sup>109</sup> Original quote: “I - Dotar os professores de perspectivas de análise para compreender os contextos históricos, sociais, culturais, organizacionais nos quais se dá sua atividade docente, como condição de nela intervir. II - Trabalhar o conhecimento no processo formativo dos professores, realizando a mediação entre os significados dos saberes da docência no mundo atual e aqueles contextos nos quais foram produzidos. III - Desenvolver os conhecimentos com base numa metodologia de problematização e análise das situações da prática social de ensinar. IV - Utilizar a pesquisa como princípio cognitivo na formação docente, propondo situações de investigação da realidade escolar e do ensino, de modo que se incorpore pesquisa no percurso da formação e na prática dos professores”.

<sup>110</sup> Original quote: “as transformações das práticas docentes só se efetivarão se o professor ampliar sua consciência sobre a própria prática, (...) o que pressupõe os conhecimentos teóricos e críticos sobre a realidade”.

<sup>111</sup> Higher Education Chamber.

Languages Curricular Guidelines (Diretrizes do Curso de Letras<sup>112</sup> – DCL), “[...] higher education challenges in the face of the intense changes that have taken place in contemporary society, in the labor market and in the conditions of professional practice”<sup>113</sup> (BRASIL, 2001, p. 29). According to the aforementioned document, the undergraduate languages major must be structured so as to:

- I - Provide future graduates with options of knowledge of and entry into the labor market;
- II - Create opportunities for development of the skills needed to achieve the competence expected for professional performance;
- III - Prioritize the pedagogical approach focused on the development of student autonomy;
- IV - Promote constant connection among teaching, research and extension, in addition to direct connection with the post-graduate program;
- V - Provide universities with autonomy, so that they can be in charge of decisions such as professional profile, workload, basic, complementary and internship curricular activities<sup>114</sup>. (BRASIL, 2001, p.29).

It can be seen that these guidelines allow universities to focus their efforts on the professional development for entry into the labor market and to articulate projects that promote teaching, research, extension and connection with graduate programs. The document proposes an attempt to rethink the teacher education curricula in order to connect higher education institutions<sup>115</sup> with elementary and high schools.

The CNE/CES report nº 492/2001, which has approved the established in the National Curriculum Guidelines for undergraduate programs in Languages, determines that the main goal of the Languages major is

[...] to educate interculturally competent professionals that are capable of dealing critically with languages - especially the verbal language, in the oral and written contexts - and aware of their inclusion in society and the relations with others. Regardless of the modality of choice, language professionals must have mastery of the use of the language or languages that are the object of their studies, in terms of their structure, functioning and cultural manifestations; they should also be aware of language and cultural varieties. They must be able to reflect theoretically on language, to make use of new technologies and to understand that their professional education

---

<sup>112</sup> Languages Major Guidelines.

<sup>113</sup> Original quote: “[...] os desafios da educação superior diante das intensas transformações que têm ocorrido na sociedade contemporânea, no mercado de trabalho e nas condições de exercício profissional”.

<sup>114</sup> Original quote: “I - Facultem ao profissional a ser formado opções de conhecimento e de atuação no mercado de trabalho; II - Criem oportunidade para o desenvolvimento de habilidades necessárias para se atingir a competência desejada no desempenho profissional; III - Deem prioridade à abordagem pedagógica centrada no desenvolvimento da autonomia do aluno; IV - Promovam articulação constante entre ensino, pesquisa e extensão, além de articulação direta com a pós-graduação; V - Propiciem o exercício da autonomia universitária, ficando a cargo da Instituição de Ensino Superior definições como perfil profissional, carga horária, atividades curriculares básicas, complementares e de estágio”.

<sup>115</sup> Instituição de Ensino Superior – IES.

is a continuous, autonomous and permanent process. Research and extension, as well as teaching, must be integrated in this process. Language professionals should also have the capacity for critical reflection on themes and issues relative to linguistic and literary knowledge<sup>116</sup> (BRASIL, 2001, p.30)

As can be noted in this excerpt, teachers are expected not only to work in plurilingual and multicultural contexts - full of linguistic, didactic and practical knowledge to act in many language fields - but also to be available to review their practice as a result of the changes surrounding them. Monte Mór (2009, p.182) argues that

[...] society has been transforming languages, communication modalities, ways of communication, of interaction, of knowledge constructing at the same time that it is dialectically transformed by these new languages, new communication modalities, ways of communicating, of interaction, of knowledge constructing.

Therefore, teacher education needs to be attentive to the pluralities of the contemporary world, and educational institutions should not prioritize linguistic competence alone, but rather offer professional development as a possibility of theoretical-practical (re)construction and adaptation to multiple contexts.

Thus, in this research, I am interested in discussing possibilities for teacher educators and students' education aiming at social and cultural practices that are agentive, active and critical (LANKSHEAR; KNOBEL, 2003; MONTE MÓR, 2009, 2010).

### 3.1 REFLECTING ON PRACTICE IN HIGHER EDUCATION IN CONTEMPORANEITY

"New curricular designs, the contact with new forms of learning and new knowledge pose risks; but these risks offer possibilities of learning beyond mnemonic formulas and factual information – possibilities of responsive and responsible learning in which the investment of our identities can be rewarding<sup>117</sup>" (JORDÃO, 2011, p. 273).

---

<sup>116</sup> Original quote: "[...] formar profissionais interculturalmente competentes, capazes de lidar, de forma crítica, com as linguagens, especialmente a verbal, nos contextos oral e escrito, e conscientes de sua inserção na sociedade e das relações com o outro. Independentemente da modalidade escolhida, o profissional em Letras deve ter domínio do uso da língua ou das línguas que sejam objeto de seus estudos, em termos de sua estrutura, funcionamento e manifestações culturais, além de ter consciência das variedades linguísticas e culturais. Deve ser capaz de refletir teoricamente sobre a linguagem, de fazer uso de novas tecnologias e de compreender sua formação profissional como processo contínuo, autônomo e permanente. A pesquisa e a extensão, além do ensino, devem articular-se neste processo. O profissional deve, ainda, ter capacidade de reflexão crítica sobre temas e questões relativas aos conhecimentos linguísticos e literários".

<sup>117</sup> Original quote: "Novas figuras curriculares, o contato com novas formas de saber e novos conhecimentos trazem riscos; mas trazem com esses riscos possibilidades de aprender além das

Reflecting on teacher educators' practices presupposes the willingness of revising theoretical and methodological choices, decisions and intervention strategies.

The idea of reflecting on professional practice refers to Schön's (1992, p. 80) thought, who advocated the "epistemology of practice", leading to problematizations about "scholarly knowledge" and "reflection in action", that is, teachers construct their practices by constantly reexamining and reinterpreting their actions.

Schön's idea of reflective practitioner was based on John Dewey's work and observation of the professionals' practices (PIMENTA, 2002). Schön's idea of reflective practitioner is based on an epistemology of practice, that is, the practice is analyzed, valued and problematized by the professional. After the dissemination of Schön's work in the 90s, the concept was reformulated, as a result of criticism from different authors in different countries (PIMENTA, 2002; ZEICHNER, 1993; CONTRERAS, 2012; CORACINI, 2003).

According to Pimenta (2002), teaching as a reflective practice has been studied in the field of Education, especially in terms of the appraisal of teaching knowledge which emerges in practice. However, the referred author was concerned about, "[w]hat kind of reflection has been made by teachers? Do the reflections include a process of awareness of the social, economic and political implications of teaching?"<sup>118</sup> (PIMENTA, 2002, p. 22). Pimenta (2002) recognizes the validity of the reflective practice in the educational field, as well as the teachers' role as a protagonist in innovative processes; however, she challenges the reflective proposal; for example, she argues that the tacit, implicit knowledge is shaped in practice. Nevertheless, such knowledge is not enough to solve the problems faced by teachers in situations that go beyond routine. Thus, she defends the need of critical reflection of the social reality and the socio-historical context in which practice takes place. Moreover, she expresses concerns about the possibility of thinking that teacher's knowledge is reduced to practices, that is, the reflection focused in itself, focused on the individualism of the teacher. According to Pimenta (2002, p.24) "[...]

---

fórmulas mnemônicas e informações factuais – possibilidades de aprender responsiva e responsabilmente nas quais o investimento de nossas identidades pode ser recompensador".

<sup>118</sup> Original quote: "Que tipo de reflexão tem sido realizada pelos professores? As reflexões incorporam um processo de consciência das implicações sociais, econômicas e políticas da atividade de ensinar?".

Teaching knowledge is not only formed by practice, but it is also nourished by theories of education". Thus, in her view, theory has a fundamental role in teacher education, since it helps teachers understand their historical, social and cultural contexts. In the same line of thought, Liston and Zeichner (1993) also criticize Schön's reflective concept; they consider it to be limited, because it ignores teachers' context and assumes individual reflective practice. The referred authors explain that Schön's idea of reflective practice considers that teachers reflect about their own practices individually, without interacting with the ideas of other professionals.

I believe that Schön's reflective idea was valid, as an attempt for teachers to rethink their own assumptions, reorganizing practices even in conflictive and uncertain situations. However, reflection must be seen in context, and also in interaction with that of other teacher educators, i.e., by considering teacher educators' values and previous experiences. In this way, as Schön (1992, p. 87) argues, "[...] the development of an effective reflexive practice has to integrate the institutional context"<sup>119</sup>; therefore, a link between institutional support and professors' agency can bring benefits to practices.

I understand teacher's agency as not exclusively related to the development of teacher's individual capacity. It is considered to be an imprecise, multi-faceted and complex construct when related to teaching. The term has been discussed by authors in contemporaneity (PRIESTLEY et al, 2016; JORDÃO, 2013a) but it is sometimes misunderstood. It is not always clear if the term is related to teachers' free will, the agents' personal capacity or if it "[...] is achieved through the active engagement of individuals with aspects of their contexts-for-action" (BIESTA; TEDDER, 2007, p. 132). The quoted authors understand agency as related to an ecological perspective, by which teachers achieve agency while engaged in their daily practices, so "[a]gency, in other words, is not something that people *have*; it is something that people *do* or, more precisely, something they *achieve*" (BIESTA; TEDDER, 2006, apud PRIESTLEY et al, 2016, p. 4). In this way, the analysis of teacher agency in such terms raises the possibility of understanding teachers' actions within their social, historical contexts. This ecological perspective of agency takes into account all the contextual elements involved in the teaching process, such

---

<sup>119</sup> Original quote: "[...] o desenvolvimento de uma prática reflexiva eficaz tem que integrar o contexto institucional".

as teachers' previous experiences, availability of structural and material resources, curricular policy, educational principles, teachers' personal constraints and dilemmas (PRIESTLEY et al, 2016).

I see teacher agency as a possibility of questioning institutionalized knowledge, problematizing our own assumptions instead of accepting them passively, or as Jordão (2013a, p. 295) advocates, thinking of

[...] agency presupposes openness to the different, perception of context and forms of resistance, as well as creative reflexivity, since it problematizes its own certainties in the encounter with other forms of knowledge. Agency takes place in discourses that can, at the same time, restrict and allow - reinforce and transform - the construction of meanings in concrete social practices<sup>120</sup>.

If teacher educators' practices are social and culturally mediated, then they will bring consequences in the perpetuation or resistance of power relations that regulate and distribute knowledge in society and at university. As to language and literacy studies, I think that agency is linked with the ideological literacy model (STREET, 2014), in which literacy is a fluid, inconstant construct that takes into account the sociohistorical language processes, as well as their ideological nature; thus, all the agent's actions are ideologically constructed.

Considering that the interactional dialogue between teacher educators and undergraduate students reflects their practices inside university, I would say that, through research, teacher educators and students could put their agency into practice by re(learning) and (re)formulating their knowledge through dialog. Similarly, Freire (1996, p. 29) argues that "there is no such thing as teaching without research and research without teaching"<sup>121</sup>. According to Freire, research is part of the nature of teaching, and the teacher's ongoing education is the means by which he manifests himself, modifies his practice and perceives his responsibility as an educator. I would say that by reflecting on their own practices, teacher educators could develop their "epistemic curiosity" (FREIRE, 1996, p. 29), and understand how knowledge has been constructed, demystifying the separation between theory and practice.

---

<sup>120</sup> Original quote: "agência pressupõe abertura para o diferente, percepção de contexto e formas de resistência, assim como reflexividade criativa, uma vez que problematiza suas próprias certezas no encontro com outras formas de saber. Agência acontece em discursos que podem, ao mesmo tempo, restringir e permitir – reforçar e transformar – a construção de sentidos em práticas sociais concretas".

<sup>121</sup> Original quote: "Não há ensino sem pesquisa e pesquisa sem ensino".

The undoubted relationship between theory and practice has been much discussed in education (MASNY, 2013; BORELLI, PESSOA, 2018). Regarding the relationship between theory and practice, Zeichner (1993) points out that universities are in charge of providing the theoretical part of the education of undergraduate students, while the practical part takes place in elementary and secondary schools, where undergraduate students put their theories into practice. Thus, “[...] the relationship between theory and practice is seen to be one-way rather than dialogic”<sup>122</sup> (ZEICHNER, 1993, p. 56). Masny (2013, p. 4) notes that “[i]n education, theory and praxis are intertwined”; however, Deleuze (2004, p. 206) interprets the constructs of theory and practice in a different way. For him,

[...] the relationships between theory and praxis are more fragmentary and partial. In the first place, theory is always local... The rule of application is never one of resemblance. In the second place, as soon as a theory takes hold in its own domain, it encounters obstacles, walls, collisions, and these impediments create a need for a different theory to be relayed by another kind of discourse. Praxis... is a network of relays from one theoretical point to another, and theory relates one praxis to another. A theory cannot be developed without a wall, and praxis is needed to break through.

Thus, in consonance to Deleuze (2004), I would foreground that theory is always locally conceptualized, always contingent. In this way, praxis would be understood within individuals’ values, beliefs and contexts in a certain period of time and space. Even more significantly, praxis would be the main element needed in order to materialize theory, in the sense that the latter always find obstacles in its local realizations (that is to say, in its existence, since it only exists in praxis), and the former brings the very possibility to make theory concrete and relevant.

In university settings, undergraduate students are involved with an ensemble of knowledge that will serve as subsidies for the exercise of teaching, but it is through their actions that they exercise the “transforming praxis”<sup>123</sup> (PIMENTA, 2006, p. 106). The constant exercise of allying and reflecting on theory and practice may collaborate to the professional development as they refer to theory and practice as a means of enhancing their actions by promoting changes in their local practices.

García (2009) stresses that knowledge is the means by which the work of teachers is legitimized and shaped, with the principle of converting this knowledge

---

<sup>122</sup> Original quote: “a relação entre teoria e prática é vista como sendo de único sentido, em vez de dialógica”.

<sup>123</sup> Original quote: “Práxis transformadora”.

into meaningful learning for learners. In addition, learning is not only established in theory but intensified and replicated in practice. However, I believe that the success of the teaching-learning process does not lie solely in the figure of the teacher, since it depends on many variables, such as educational policy, curriculum, institutional pedagogical project, teachers, students, etc.

I believe that teacher educators could be insightful enough to make use of knowledge for the respect of cultural diversity, for the promotion of communication in various contexts, in order to relate the formal curricular content to the real life that occurs outside the university walls and serve as mediator to help students to engage in their teaching contexts. In this sense, it is fundamental that the teacher educators adapt the curricular proposal according to the specificities of each working group, because

“[...] To think in terms of practices is to make social activity central, to ask how it is we do things as we do, how activities are established, regulated and changed. Practices are not just things we do, but rather bundles of activities that are the central organization of social life” (PENNYCOOK, 2010b, p. 1-2).

The fluidity of the contemporary world requires teachers to have a constant availability of knowledge review and reflection on practices so as to deal with unpredictability (IMBERNÓN, 2010). The task of educating teachers in this age includes the ability of using a variety of didactic-pedagogical strategies in order to motivate learners to live in instability, in cultural and linguistic diversity. I said instability, because globalization has changed the way we understand concepts of languages, culture, mobility and communication. In this perspective, Pennycook (2010c, p.115) has argued that

“[...] globalization demands that we think differently. The rapid and extensive changes brought about by globalization cannot be conceptualized through pre-globalization lenses. There is an important distinction between an understanding of globalization as a realist position that focuses on the state of the world under late capitalism, and an alternative position that focuses on the ways in which globalization undermines our modernist modes of thought.

According to the author, English cannot be seen as disconnected from globalization processes, because it has altered the way people understand concepts of language, diversity, culture and knowledge. The economic and technological changes that we face in the globalized world, interfere in the way people communicate, “[...] enabling immense and complex flows of people, signs, sounds and images across multiple



borders in multiple directions” (PENNYCOOK, 2010c, p. 114). In the same way that globalization has favored the spread of English, it is important to discuss how English has been used or resisted by its users, since they “[...] may find ways to negotiate, alter and oppose political structures, and reconstruct their languages, cultures and identities to their advantage. The intention is not to *reject* English, but to *reconstitute* it in more inclusive, ethical, and democratic terms” (CANAGARAJAH, 1999a, p.2).

In this perspective, thinking about the curriculum in postmodernity requires education professionals to reflect on the complex relationships among university, daily life and knowledge. At university, social construction of knowledge and the subjects involved in it are based on reciprocally dependent pillars, which are teaching, research and extension.

In line with this idea that the educator is an unfinished professional situated in the social environment and ideologically marked (BAKHTIN, 2006), the one who puts theories to test and proposes new practices in favor of building shared knowledge in constant transformation, I understand that the lessons that are developed in educational settings are full of “[...] accidents, uncertainties and inevitable dialogues with daily life, and provide material on which school professionals can work to develop and promote changes in the curricular proposal”<sup>124</sup> (MACEDO et al., 2004, p.71). Considering the possibility of constant dialogue with the environment gives teachers the opportunity to be in constant (trans)formation. Teacher educators’ relationships with the university structure, students and resources available for knowledge access, help them reflect on how and in which ways the learning process takes place.

In the curricular organization of higher education, teacher educators are expected to follow a curricular framework; however, unusual situations arise that make them adapt their practice to context by combining possibilities of knowledge inside and outside school. In teacher education processes, it is important to consider different kinds of knowledge, as argued by Pimenta and Anastasiou (2002, p. 71): “[...] the knowledge of the area of expertise, the pedagogical knowledge, the didactic

---

<sup>124</sup> Original quote: “[...] acasos, incertezas e inevitáveis diálogos com o cotidiano, e fornecem material sobre o qual os profissionais da escola podem se debruçar para desenvolver e promover alterações na proposta curricular”.

knowledge and knowledge of experience”<sup>125</sup>. Macedo et al. (2004, p.40) pointed out that “[...] there are many operative curricula in our schools, despite different homogenizing mechanisms”<sup>126</sup>. After all, what knowledge is valid in the curriculum of higher education of English teachers in postmodernity? What subjects should be covered in the major? Macedo et al. (2004, p.50) argue that “[...] there are no scientific criteria for the selection and organization of school knowledge”<sup>127</sup>.

For a long time, the curriculum was seen from the point of view of rationality, of scientific view, in the rigor of dividing and classifying, without establishing relations with students’ contexts, social backgrounds and intersubjectivities. In this regard, Anastasiou (2006, p. 42) points out that

[...] the reinforcement and rigidity of the method that becomes as or more important than the object of study; the ignorance of man as an empirical subject and his identification as an epistemic subject; a factual knowledge that does not tolerate interference of values, dichotomizing subject and object<sup>128</sup>.

In other words, science was quantified by the results achieved, by the application of a given method, by an action to control social and natural processes, leaving aside the established interrelationships between social, cultural and educational settings. I believe that in teacher education programs, teacher educators could construct knowledge collaboratively so as to “[...] place students – with their limits and possibilities – at the center of the processes, seeking the continuous construction and procedural nature of their own autonomy”<sup>129</sup> (ANASTASIOU, 2006, p. 53). In this way, teaching-learning can be an epistemological experience in which educators could “[r]eguide the teaching and learning processes by adopting procedures that seek to overcome the limits of the disciplines, through strategies that resort to

---

<sup>125</sup> Original quote: “os saberes das áreas de conhecimento, os saberes pedagógicos, os saberes didáticos e os saberes da experiência”.

<sup>126</sup> Original quote: “[...] existem muitos currículos em ação em nossas escolas, apesar dos diferentes mecanismos homogeneizadores”.

<sup>127</sup> Original quote: “[...] não há critérios científicos para a seleção e organização dos saberes escolares”.

<sup>128</sup> Original quote: “[...] o reforço e a rigidez do método que se torna tão ou mais importante que o objeto de estudo; o desconhecimento do homem como sujeito empírico e sua identificação como sujeito epistêmico; um conhecimento factual que não tolera interferência de valores, dicotomizando sujeito e objeto”.

<sup>129</sup> Original quote: “[...] a colocar o aluno – com seus limites e possibilidades – no centro dos processos, buscando a construção contínua e processual de sua própria autonomia”.

investigations, the study of themes, problem solving, integrative projects, etc.”<sup>130</sup> (ANASTASIOU, 2006, p. 55).

With this perspective in mind, I would say that engaging students in extension projects, promoting new learning experiences, involving multiliteracies and the contact with various semiotic repertoires within what we conventionally call “English”<sup>131</sup> can be an opportunity of providing undergraduate students with a space to rethink language teaching-learning, reflect on meaning-making and enable multiple interactions and interpretations. In addition, extension projects of this nature can provide spaces for reflection and problematization, so that students can experiment other didactic-pedagogical alternatives in school settings, different from those provided by the traditional curriculum.

The discussion of multiliteracies and the lingua franca perspectives at university can be an opportunity of reflecting on teacher education through the perspective of investing in the knowledge of experience, in the possibilities of bringing new semiotic resources to language teaching-learning and producing knowledge in an interactive, collaborative way. It is not enough to think teacher education only through the perspective of self-education: it is necessary to engage undergraduate students in socially meaningful projects at school. Teacher education programs have ignored the possibility of articulating teacher education with projects *in loco*. This possibility could bring differentiated directions for teaching practice at university, because teaching can shift from a technical perspective to a more reflexive one. When teacher educators and undergraduate students experiment projects in real life contexts, theory and practice can be integrated meaningfully. I believe that in collaborative projects between schools and universities, students can reflect on knowledge based on local practices, as well as associate university theoretical knowledge with practices in a dynamic, interactive and collaborative way. In this regard, Pennycook has argued that instead of thinking in a way in which “[...] learner-teachers get to practise what they have learned in their theory courses, we

---

<sup>130</sup> Original quote: “[...] reorienta os processos de ensino e aprendizagem com a adoção de procedimentos que buscam superar os limites das disciplinas, por meio de estratégias que recorrem a investigações, ao estudo de temas, à resolução de problemas, a projetos integrativos, etc”.

<sup>131</sup> The discussion of the language concept as well as the understanding of languages as inventions (MAKONI; PENNYCOOK, 2007), associated with social, historical, ideological and political issues will be presented in chapter 4.1.

might do better to consider the continuous reflexive integration of thought, desire and action” (PENNYCOOK, 2012, p. 138).

### 3.2 FROM LITERACY TO MULTILITERACIES: CHALLENGES FACED BY ENGLISH TEACHERS

A historical retrospective on the processes of language acquisition reveals successive conceptual, historical and political changes in Brazil. For more than five hundred years, the term alphabetization persisted, and the term literacy was not mentioned (SOARES, 2010). The concept of alphabetization came from the need to acquire reading and writing skills. Soares (2004, p.16) conceptualizes alphabetization as a “[...] process of acquisition and appropriation of the system of alphabetical and orthographic writing”<sup>132</sup>. In an earlier work, Soares (2004, p.7) states that in first-world countries, such as France and the United States, learning to read and write has maintained “[...] its specificity in the context of discussions of problems of mastery of use skills of reading and writing – literacy problems – [while], in Brazil the concepts of alphabetization and literacy blend, overlap, often get confused”<sup>133</sup>. This confusion was due to the fact that the word “letramento” [in Brazil] comes from English “literacy” and, from the anthropological point of view, this word could be translated as “*written culture* and not *literacy*”<sup>134</sup> (SOARES, 2010, p. 56-57, emphasis in original). This author explained that, in anthropological studies, it was Brian Street (1984), in his book *Literacy in Theory and Practice* (1984), who made the “conceptual revolution” in literacy studies. At the same time as the word was introduced in Brazil in the 1980s, it was also established in other countries, such as “literacia” in Portugal, “littéracie / littératie” in some French-speaking countries, such as Canada, and “illettrisme”, in France (SOARES, 2010, p. 56).

While in other countries, such as France and the United States,

[...] the discussion about literacy– *illettrisme*, *literacy* and *illiteracy* – was held and is held regardless of the debate on alphabetization– *apprendre à lire et à écrire*, *reading instruction*, *emergent literacy*, *beginning literacy* -,

<sup>132</sup> Original quote: “[...] processo de aquisição e apropriação do sistema da escrita alfabética e ortográfica”.

<sup>133</sup> Original quote: “[...] sua especificidade no contexto das discussões sobre problemas de domínio de habilidades de uso da leitura e da escrita – problemas de letramento –, (*enquanto que*<sup>133</sup>), no Brasil os conceitos de alfabetização e letramento se mesclam, se superpõem, frequentemente se confundem”.

<sup>134</sup> Original quote: “cultura escrita e não letramento”.

in Brazil the discussion always appears rooted in the concept of alphabetization<sup>135</sup> (SOARES, 2004, p.8, emphasis in original)

In the author's view, for a long time, learning of reading and writing has been associated “with *traditional* types of methods – synthetic and analytical (phonic, syllabic, global, etc.)”<sup>136</sup> (SOARES, 2004, p. 11, emphasis in original). Thus, in the author's literacy contextualization, alphabetization and literacy cannot be analyzed separately in Brazil, since the relation between them is undoubted, and although there are differences, the phenomena are intertwined.

Monte Mór (2015) presents her own historical analysis of literacy in Brazil, subdivided into three generations in order to clarify how literacy was established and to classify the epistemological differences of the phenomenon in the country. Monte Mór (2015, p.186) points out that the first generation was influenced by Freire's (1989) ideas in the 1960's, bringing “[...] new insights and new breath to education in Brazil”. This first generation questioned the view on literacy as related to “the project of alphabetization”<sup>137</sup> (MONTE MÓR, 2015, p. 190), an earlier proposal that viewed the process of reading and writing based on coding and decoding the written word. For this first generation, such view conceived of literacy as related to a phonic structure that was treated as socially and culturally decontextualized of the students' reality. Freire's ideas (1989) influenced the first generation to foster discussions about “alphabetization” in Brazilian education, enabling a new perspective in the reading and writing process. The alphabetization process focused on the phonic structure was considered to be “[...] fragmented, dislocated from the students' reality and disconnected from the value of social awareness” (MONTE MÓR, 2015, p. 187); thus, this process was highly criticized by Freire (1989). In this scenario, once again aligned to Freire's (1989) ideas and in consonance with “Street's criticism to the traditional model of literacy” (MONTE MÓR, 2015, p.187) – referred to by Street as the autonomous model of literacy – the second generation of literacy started in Brazil. For Freire, reading was not restricted to decoding the words, but rather knowing the

---

<sup>135</sup> Original quote: “[...] a discussão do letramento – *illettrisme*, *literacy* e *illiteracy* – se fez e se faz de forma independente em relação à discussão da alfabetização – *apprendre à lire et à écrire*, *reading instruction*, *emergent literacy*, *beginning literacy* –, no Brasil a discussão do letramento surge sempre enraizada no conceito de alfabetização”.

<sup>136</sup> Original quote: “com os tipos *tradicionais* de métodos – sintéticos e analíticos (fônico, silábico, global etc.)”.

<sup>137</sup> “Project of ‘alfabetização’, as literacies were called in Portuguese, is read-and-write-code-breaking perspective” (MONTE MÓR, 2015, p.190).

world, and reading critically meant perceiving the relations between text and context. Street (2016) argues that context strongly influences the concept of literacy; in this sense, he noted that

[...] literacy not only varies with social context and with cultural norms and discourses (regarding, for instance, identity, gender and belief) – what might be termed a ‘social’ model – but that its uses and meaning are always embedded in relations of power – which is why I use the term ‘ideological’- it always involves contests over meanings, definitions and boundaries, and struggles for control of the literacy agenda (STREET, 2016, p.6).

It can be said that ideological literacy enables reflection on the intentions and ideologies involved in literate social practices. Still according to Street (2014, p.13), “[...] practices of reading and writing are always inserted not only in cultural meanings, but also in ideological claims about what counts as ‘literacy’ and the power relations associated with it”<sup>138</sup>. In this sense, reading and writing practices are permeated by power relations and are constructed as social practices in the interlocution with other users (BAKHTIN, 2006).

For this second generation, literacy meant “[...] going beyond the linguistic code and the autonomous model of reading, responding to the need for broader abilities” (MONTE MÓR, 2015, p.190). In foreign language teaching-learning, for example, the learner uses the language by making relations with his mother tongue contextually and historically. In this regard, Monte Mór (2015, p. 188) notes that reading and writing skills are primarily developed in the mother tongue, the other “[...] school subjects, then, blame the teaching-learning of Portuguese for students’ eventual failure in reading and writing” (MONTE MÓR, 2015, p. 188). In the author’s view, the poor mastery of reading and writing skills for participation in literate social practices meant that literacy practices needed to be revised, since students did not seem to achieve the desired level of literacy to act in professional and educational instances. This was reflected in the Program for International Student Assessment (PISA) indices in 2000. It can be seen that “[a]round 80% of the assessed Brazilian students scored level 2 (out of the 5 levels) and showed insufficient abilities to read and write, being described as ‘functionally illiterate’ young people” (MONTE MÓR, 2015, p.188).

---

<sup>138</sup> Original quote: “[...] as práticas de leitura e escrita estão sempre inseridas não só em significados culturais, mas em alegações ideológicas sobre o que conta como ‘letramento’ e nas relações de poder a ele associadas”.

The ideas of Paulo Freire, which brought insights to Brazilian public education in the 1960s, gained strength in the 1990s because of the socio-historical moment prevalent in the country. Brazil became a fertile ground for the dissemination of new theories of literacy. It is at this moment that the third generation of literacies appears in Brazil. Under the influence of the phenomenon of globalization and information and communication technologies (ICTs), a broader view on literacy needed to be developed. In the third generation, discussions were held about the "curriculum design/policies, the school-society relationship, the teacher-student relationship, language in its modalities, and language in its communities of practice" (MONTE MÓR, 2015, p. 189). Monte Mór explains that through Freire's influence, teaching-learning proposals involving multiliteracies and new literacies (LANKSHEAR; KNOBEL, 2003) begin to reverberate in Brazil, with the need for an epistemological change of the concept of literacy, typically related to typographic texts, to expand this notion to more comprehensive textual practices involving, for example, the digital media. In order to think new literacies and multiliteracies in this generation, "[...] a National Project for Teacher Education was designed to promote: (1) investigation of the dimensions of contemporary literacies; and (2) intervention through an ongoing teacher education program" (MONTE MÓR, 2015, p. 189).

Duboc (2012) adverts that the movement of terminologies such as literacy (singular), literacies (plural), sometimes with modifiers (*new* literacies) and the insertion of the prefix (*multiliteracies*) occurred not as a momentary and fleeting trend, but because they are epistemological concepts developed by the influence of literacy in marked historical and social periods in society.

### 3.3 PEDAGOGY OF MULTILITERACIES OR MULTIPLE LITERACIES? DIFFERENT PERSPECTIVES

Among the many scholars that debated practices involving new literacies, multiliteracies and multiple literacies in the contemporary world in last decades, I will focus on the work of scholars such as the New London Group (1996), Lankshear et al (1997), Cope and Kalantzis (2009; 2000), Cope, Kalantzis and Smith (2018), Monte Mór (2015), Masny (2010), Leander and Boldt (2012), because they brought an overview of the concepts over time.

New Literacy concepts were required at the end of the eighties and in the early nineties. Lankshear et al (1997) argue that literacy could not be restricted to a mechanical and decontextualized action, that is, literacy would only be relevant if it was inserted in social practices. According to the author, literacy “[...] has expansive potential in the association forged between literacy and knowledge, understanding, and critical thinking, and the tacit recognition that literacies are multiple and embedded in diverse social practices” (LANKSHEAR et al, 1997, p.7).

In order to discuss this new conception of literacy involving multiple languages, cultures, diversity and multiple modes of meaning-making, the New London<sup>139</sup> group met in 1996 to discuss and articulate literacy studies in educational contexts. The term multiliteracies emerged from the group's discussions, which resulted in the creation of a manifesto entitled *The Pedagogy of Multiliteracies – Designing Social Futures* (NEW LONDON GROUP, 1996), which prescribed the steps of a pedagogy encompassing cultural, multilingual and digital representation. In this manifesto, the authors presented an overview of the learning context of the time and the consequences of “[...] changes in our working lives; our public lives as citizens; and our private lives as members of different community lifeworlds” (COPE; KALANTZIS, 2000, p.7).

The pedagogy proposal arose not only by the emerging advent of ICTs but also by the need to consider aspects related to alterity and cultural diversity in the curricula. The New London Group was interested in “[...] the growing significance of two ‘multi’ dimensions of ‘literacies’ in the plural – the multilingual and multimodal” (COPE; KALANTZIS, 2009, p. 166). In the New London Group’s point of view, the dynamic and active changes of the contemporary world have increased the construction of meanings involving linguistic, visual, auditory, gestural and spatial aspects. While the concept of literacy was previously associated with language as a stable, predictable and rule-based system, multiliteracies focus on the different modes of representation and meaning construction that extrapolate the use of language exclusively (NEW LONDON GROUP, 1996, p. 64).

---

<sup>139</sup> The group of researchers was composed by Courtney Cazden, Bill Cope, Norman Fairclough, James Gee, Mary Kalantzis, Gunther Kress, Allan Luke, Carmen Luke, Sarah Michaels and Martin Nakata. They met in Connecticut – EUA.



By prioritizing the "what" and "how" questions, the group sought to present the functionality of multiliteracies pedagogy through the concept of *design*. Concerning the first group of questions (the *what* questions), Cope and Kalantzis (2000, p.19) emphasize that it is closely linked to "[...] a metalanguage of multiliteracies based on the concept of *design*". In this conception, teachers are seen as designers of learning processes and environments, hence the New London Group proposed "[...] to treat any semiotic activity, including using the language to produce or consume texts, as a matter of Design involving three elements: Available Designs, Designing, and the Redesigned" (COPE; KALANTZIS, 2000, p. 20). The referred authors stress that the process of meaning-making is not static; on the contrary, it is dynamic, active, and therefore the design of such practices cannot be static, either.

I see the idea of meaning-making as linked to studies on critical literacies. I believe that we are always dealing with a process of 'meaning construction' when we are working with literacies, because "[...] texts are parts of *lived, talked, enacted, values-and-belief-laden* practices carried out in specific places and at specific times"(GEE, HULL, LANKSHEAR, 1996, p.3, emphasis in original). In this perspective, "[...] meaning is not in the head, but in social practices; and that in acquiring social practices one gets 'deep' meanings 'free'" (GEE, 1997, p. 274), hence the process of meaning-making is related to the activity of interpreting all texts we are in contact with, considering the contexts in which they are inserted and their users. In Monte Mór's point of view, conceiving 'meaning making' according to critical literacies studies "[...] involves interference, making choices and changes, breaking down pre-established meanings and creating others" (MONTE MÓR, 2008, p.15).

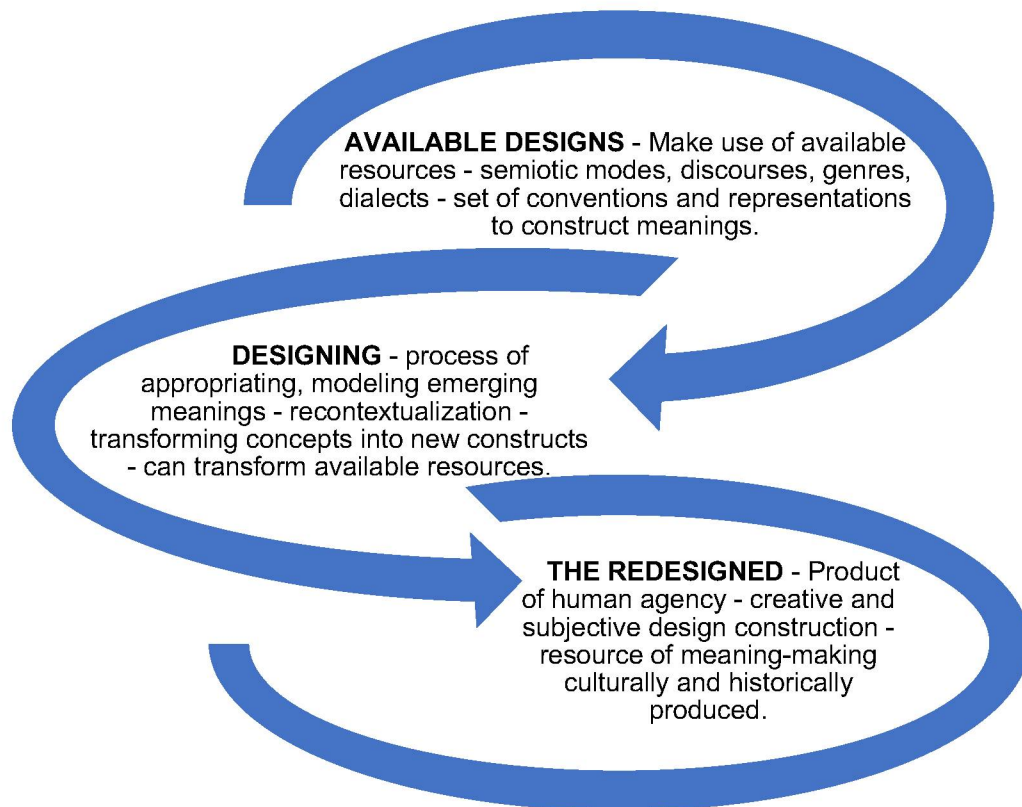
I would say that the contemporary world has allowed us to use, interact and negotiate English language in distinctive forms. This complexity has changed the way we construct meanings. Jordão and Marques (2018, p. 58) conceive "[...] language as a space for meaning-making. In that sense, language repertoires may encompass any meaning-making strategies that emerge in every single communicative interaction, based on the histories of meaning-making (in English, or else) that constitute each and every participant in the interaction".

Leffa (2017) defends that this notion of design is linked with the availability of resources and the ability to adapt to new requirements that are related to the notion of space and time. According to the author (ibidem, p. 246), "[...] what works in one classroom may not work in another; what worked satisfactorily when students did not

have cell phones may stop working when everybody has already assimilated the use of them into their lives”<sup>140</sup>. In this perspective, teachers can explore the available resources in their environment in order to construct meaning collaboratively, so that literacy practices can make sense to students’ lives.

Figure 1 below shows how the Design process works.

FIGURE 1 – SCHEMATIC IMAGE OF THE CONCEPT OF DESIGN (NEW LONDON GROUP, 1996)



SOURCE: Designed by the author.

According to Monte Mór (2015), it was from this perspective of considering multiple languages, cultural differences and semiotic resources to construct meaning that the third generation of literacies appeared in Brazil. The author notes that, in this generation, literacy was understood as “[a]n educational project that would link the traditional, but still meaningful and responsive, concepts of educational practices to the current aspirations, promoting their revision while they are integrated with the ‘multi’ of the digital, and diversities among learners” (MONTE MÓR, 2015, p.190). In her view, this generation was influenced by Paulo Freire’s critical pedagogy, the

<sup>140</sup> “[...] o que funciona em uma sala de aula pode não funcionar em outra; o que funcionava satisfatoriamente quando os alunos não tinham celulares pode deixar de funcionar quando todos já incorporaram seu uso em seu dia-a-dia”.

globalization phenomenon, digital technologies and the gradual changes in social, cultural and political dimensions that interfered in society as a whole (MONTE MÓR, 2015). Based on multiliteracies premise (NEW LONDON GROUP, 1996; COPE; KALANTZIS, 2000), a national project for teacher education was established in Brazil, which, according to Monte Mór (2015, p. 189), was designed to instigate

Investigation of the dimensions of contemporary literacies; and intervention through an ongoing teacher education program. It has functioned within a nationwide network of 22 public universities, aiming in a first phase to strengthen foreign language teaching in elementary and secondary schools according to an educational-cultural-linguistic perspective oriented by the new literacies and multiliteracies.

Thus, the project seeks to understand the implications of the use of multiliteracies in teacher education environments, with repercussions on language use and communication, the construction of knowledge and meaning-making, the nature of knowledge in digital environments, and how these conceptualizations reflected in Brazilian education. The literacy research developed as part of the project is linked to the New Literacies Studies (STREET, 2003) and the concept of multiliteracies (COPE; KALANTZIS, 2000).

It is undeniable that the New London Group's initiative was innovative, as it questioned literacies in a critical perspective, shifting from a passive to an active view of literacies, working in a collaborative way. However, it has received criticism on the part of those who believe that the insertion of multiliteracies in educational settings cannot be based on "[...] literacy practices as purposeful, rational design" (LEANDER; BOLDT, 2012, p. 24), which follow a pre-established recipe and are based on a structuralist functional vision.

I believe that the proposal of the pedagogy of multiliteracies can be seen not as a recipe, but rather as an opportunity to reflect, test, critically think about changes in literacy practices in the contemporary world, stimulating agency and collaboration in the classroom, as well as epistemologically rethink the inclusion of multiliteracies into educational settings. The perspective of multiliteracies takes into account the diversity of texts that people can access in the contemporary era, and the construction of meanings in diversified ways.

More recently, in the article "Pedagogies and literacies, disentangling the historical threads" (COPE; KALANTZIS, SMITH, 2018), Cope and Kalantzis replied to some of the criticism made to the idea of *design* by answering questions in an

interview, reflecting on literacies twenty years after the Pedagogy of Multiliteracies was introduced by the New London Group, in 1996. When the New London Group made the Pedagogy of Multiliteracies proposal, they were interested in discussing literacies dynamically, focusing on meaning-making in a broader view. Cope (2018, apud COPE, KALANTZIS, SMITH, 2018, p. 6) explains, in the interview, that New London Group's design notion means that "[r]ather than learn the rules, you learn the processes of reapplication in every context where the learner is a transformative agent in the process". According to the author, instead of following rules, it is important to learn how to rethink learning in different contexts.

Cope, Kalantzis and Smith (2018) reflect on the possibilities of technological resources in learning, and they admitted that new technologies "[...] have advanced even faster than we imagined – with one click, you can get a picture, a sound, an image" (COPE; KALANTZIS, SMITH, 2018, p.7), so they recognized that "multimodal communication, diversity, and pedagogy" (ibidem, 2018, p.7) cannot be separated when it comes to literacy learning. Thus, they advocated the need to look into the idea of pedagogy as a repertoire, a view in which the teacher must be a sensitive professional who develops and amplifies a repertoire of strategies, theories, techniques, that is, of pedagogies, in which they can search for the best ones to fit the needs of specific groups (COPE; KALANTZIS, SMITH, 2018, p.7). When they were asked what was new in comparison to the multiliteracies perspective 20 years ago, they pointed out that the social world has changed, especially in terms of the production and distribution of media (KALANTZIS; COPE, 2015), hence they noted that "[...] The patterns of agency in the media since the 15th century have been ones of transmission. Now, largely, if you are a consumer, you are also a producer" (COPE; KALANTZIS, SMITH, 2018, p.9). The authors explained that media production and consumption are intertwined; in this way, learners come to school with different skills and teachers need to be able to deal with diversity, creativity and flexibility.

Technological devices are more available outside the classroom than inside it, hence students can take advantage of the assumptions of "ubiquitous learning" (COPE and KALANTZIS, 2009; BRUCE, 2009), that is, they can learn by using alternative forms of constructing knowledge and this learning can be disconnected from the school environment, it can occur anywhere, anytime and with help of any technological resource. In Bruce's point of view,

Ubiquitous learning is more than just the latest educational idea or method. At its core the term conveys a vision of learning that is connected across all the stages on which we play out our lives. Learning occurs not just in classrooms, but in the home, workplace, playground, library, museum, nature center, and in our daily interactions with others. Moreover, learning becomes part of doing; we do not learn in order to live more fully but rather learn as we live to the fullest. Learning happens through active engagement, and significantly, it is no longer identified with reading a text or listening to lectures but rather occurs through all the senses—sight, hearing, touch, smell, and taste (BRUCE, 2009, p.21).

The contemporary world has challenged us to engage in new forms of knowledge, changing physical, spatial and temporal assumptions. I believe that it is important to consider new possibilities of learning in teacher education afforded by technological resources and digital media. Cope, Kalantzis and Smith (2018, p.10) argue that

[...] teachers and schools are not prepared or supported for this ubiquitous learning. It is a more human way of engaging in meaning making, and it is what we argued was underpinning learning for everybody of different backgrounds when we first envisioned multiliteracies.

It seems that ubiquitous learning has changed the way teacher educators and students construct knowledge, because of the easiness of accessibility, navigability, communication possibilities. In this way, I think that educators could problematize other possibilities of constructing knowledge at university, considering the inclusion of multiliteracies, digital media and multi-semiotic resources in English teaching, since they could stimulate creativity, agency and collaboration in the teaching-learning process.

From an epistemological view similar to that of Leander and Bolt, mentioned earlier, Masny (2010, p. 337) proposed the “Multiple Literacies Theory – MLT”. It can be said that there are similarities between this theory and the view of the NLG multiliteracies, since they both characterize literacies as processes “[...] socially, culturally, historically, and politically situated” (MASNY, 2010, p. 338). In addition to perceiving the possibility of constructing meanings through varied semiotic resources such as visual, oral, auditory, written and tactile (MASNY, 2010) and multimodal relations – use of several semiotic resources at the same time, the differential that the researcher advocates in the use of MLT is related to the understanding of reading in Deleuze’s (1990) philosophical perspective. In this view, reading “[...] is asking how a text works and what it does or produces, not what it means” (DELEUZE, 1990, apud MASNY, 2010, p. 339). In line with Freire’s (1988) thought, Masny understands that reading involves the critical perception of reality, that is, “reading cannot happen without reading the world” (MASNY, 2010, p.339).

Considering the constant contact with varied texts in any moment in contexts in which we are inserted, we can affirm that multiple meanings are recognized as

[...] visual, oral, written, tactile, olfactory, and in multimodal digital. They constitute texts in a broad sense (for example, music, visual arts (painting, sculpting) physics, mathematics, digital remixes) that fuse with religion, gender, race, culture, and power, and that produces speakers, writers, artists, digital avatars: communities (MASNY, 2010, p. 338-339).

It can be said, then, that reading is not dissociated from the reading of the world, because we are immersed in a constant awakening of sensations and experimentations that underlie the process of reading. For Freire (FREIRE; MACEDO, 2005), the process of reading is not a mechanical process of decoding words and letters, but rather a social construction, which involves the intertwined relationship between human beings and the world, respecting their discourses, pluralities and contexts. In teacher education context, reading the world “[...] means being sensitive to the actual historical, social, and cultural conditions that contribute to the forms of knowledge and meaning that students bring to school” (MACEDO, FREIRE, 2005, p. 10). According to the referred authors, through critical literacy and pedagogical practices, teachers and students are encouraged to critically read the reality in order to “[...] recover their own voices so they can retell their own histories” (MACEDO, FREIRE, 2005, p.10), as well as be able to analyze, accept or contest their own history.

According to the conceptual framework of MLT, engaging in literacy practices means reading the context, reading the world, reading the self (MASNY; COLE, 2007). In this perspective, “[...] literacies are processes and from investment in literacies as processes, transformations occur and becoming other is effected” (MASNY; COLE, 2007, p. 190-191). The referred authors understand the term investment as associated with “[...] connections of events stemming from experiences of life” (MASNY; COLE, 2007, p. 201)”, and events refer to “creations...selected and assessed according to their power to act and intervene rather than to be interpreted” (COLEBROOK, 2002, apud MASNY; COLE, 2007, p. 201). The idea of becoming is important in MLT since “[b]ecoming is the effect of experience that connects and intersects. Transformations are continuous. What it once was is no longer. It is different. It is through transformation that becoming happens” (MASNY; COLE, 2007, p.202). According to Deleuze (1990), reading is an immanent process, that is, it involves the capture of reality through the senses. In this

respect, Dufresne and Masny (2005, apud MASNY, 2009, p.15) point out that “[a] person is a text in continuous becoming. Reading and reading the world through text influences the text that a person continually becomes”. Starting from this assumption, a person becomes literate from the investments he makes, associating the “literacy events” (HEATH, 1983) with the lived experiences. Heath (1983, p.93) conceptualized a literacy event as “[...] any occasion in which engagement with a written text is integral to participants’ interactions and interactive processes”.

From another perspective, Street (2003) understands multiples literacies as connected to the concepts of autonomous and ideological literacy, hence he proposes a distinction between literacy event and literacy practices. In fact, Street (2003) considers both meanings – the meaning of Heath’s (1983) literacy events, and “[...] the social models of literacy that participants bring to bear upon those events and that give meaning to them” (STREET, 2003, p.78). For Street (2003), literacy practices involve the broader cultural conception, more complex social episodes, as they bring the social, cultural and ideological meanings that people bring to literacy events (REDER; DAVILA, 2005).

Since we have been living in an era of constant change, it is difficult to generalize understandings about how literacies are conceived in time and space. There is the sense of ephemerality and instability. In Masny’s view (2010, 339), literacies are becoming “nomads”, that is, they are not fixed in a single space or in time, but, on the contrary, they are unpredictable and can exist in various contexts.

If on one hand, the previous theories of literacies treat them as a product, on the other hand, the multiple literacies perspective considers literacies as a process, which takes into account the meanings that people bring to literacy practices, their social cultural contexts, as well as the changes of contemporary world. In the view of Masny and Waterhouse’s (2011, apud MASNY, 2011, p. 495),

Literacies are not merely about language codes to be learned. Learning and literacies are about desire, about transformation, becoming through continuous investment in reading, reading the world, and self as texts in multiple environments (e.g. home, school, community).

According to Masny (2015), the framework of multiple literacies allows us to think of literacies beyond the conventional approach to literacy. In her view, the reader engages in “[...] the process of thinking differently about reading, text and sense” (MASNY, 2015, p. 2). Masny (2015) advocates that in the theory of multiple literacies, individuals take advantage of all texts available (oral, written, tactile,

olfactory and multimodal digital) as an assemblage; in this way, “[m]ultiple literacies produces becoming, that is, from continuous investments in literacies literate individuals (human and non-human), and communities are formed” (MASNY, 2015, p. 3).

In this sense, what skills does the teacher of English need to have to deal with multiple literacies? On the one hand, teachers are hardly familiar with multiliteracies resources allied to digital media; this is due, in part, to their previous teacher education, which did not take this practice into account. On the other hand, teachers can engage in new learning experiences, testing different approaches in their own practices, and participating in professional development courses. In order to prepare teachers to work in the technological and multisemiotic world, a theoretical and practical epistemological basis is necessary for them to deal with multiliteracies, to prepare pedagogically and critically to deal with the literacy of the 21st century and to have instrumental and institutional support for the technological potential. I truly believe that one of the possibilities that could help teachers engage in new literacy practices could be that of building knowledge collaboratively with students, engaging them in learning, and experiencing different ways of constructing meanings.



## 4 ENGLISH LANGUAGE TEACHER EDUCATION: ELF, PROFICIENCY AND TRANSLINGUAL PRACTICE

“[...] if we want to disrupt or dismantle the hegemonic structures that dominate a field such as English-language teaching, we need to do more than just think otherwise: we also need to *act otherwise*” (KUMARAVADIVELU, 2016, p.80)

The rapid changes of modern world, driven by the phenomenon of globalization, influence everyday social relations, bring another rationality to education, and modify school spaces and individuals' identities in this context as well.

In this sense, it is essential to discuss what language concept undergraduate students and teacher educators bring to their practices, because “[...] the way the teacher understands and reflects on language directly interferes in his pedagogical action in the classroom”<sup>141</sup> (CAMARGO; MARSON; KONDO, 2016, p. 85).

In this section, I bring a brief historical context of language construct; then, I discuss the proficiency models (native x non-native) and how these models interfere in teacher education. Afterwards, I problematize the global spread of English language, under the influence of ICTs and globalization. Next, I problematize some epistemological differences among EFL, ELF, EIL, WE. In the last part of the chapter, I discuss the impact of ELF and translingual practices on teacher education.

### 4.1 CONCEPTS OF LANGUAGE: A BRIEF OVERVIEW

Makoni and Pennycook (2005, 2007) invite us to deconstruct our assumptions of what language is. They describe languages as inventions, connected with ideological, geographical, social and historical relations. In their view, “[...] languages were identified, delimited, and mapped” (MAKONI; PENNYCOOK, 2007, p.2) and such processes were driven and influenced by power relations, associated mainly with a colonial project. In this scenery, languages could be enumerated and constituted regardless of its users. Makoni and Pennycook (2005, p. 138) advert that “[...] these inventions have had very real and material effects, determining how

---

<sup>141</sup> Original quote: “[...] a maneira como o professor entende e reflete sobre língua(gem) interfere diretamente na sua ação pedagógica em sala de aula”.

languages have been understood, how language policies have been constructed, how education has been pursued, how people have come to identify with particular linguistic labels". These authors defend the *disinvention and reconstitution* of the concept of language, because language was constituted as an autonomous, independent construct, but in fact it is influenced by political and power actions, which have affected and modified human social relations. In this regard, Jordão (2014) also noted that this idea of language as a cultural construction is linked to historical, social and economic conditions; in her own words "[...] 'language' is a cultural construction, an invention of a historical and discursive dimension that attributes a specific meaning to the English language in this historical moment that invents it, linking this language to globalization"<sup>142</sup> (JORDÃO, 2014, p. 20). In her view, English language is linked to the idea of social ascension, "the myth of English as an international language" (PENNYCOOK, 2007, p.90). Rethinking language as an invented object helps us understand how language users' identities were constructed while involving ideological, geographical and national dimensions. Thus, in spite of having been artificially created, the construct *language* still informs our practices and, as such, it is used in this dissertation.

In order to better elucidate how languages and communities have been constituted in history, Canagarajah (2013a) refers to the "Herderian triad", proposed by Herder, a philosopher of the eighteenth century, who emphasized that, in that perspective, the constructs of language, community and place were strongly interwoven. Canagarajah explains that "[b]oth language and community were rooted in a place, which helped territorialize them in a specific location" (CANAGARAJAH, 2013a, p. 20). That is, people who used a specific language were considered to be language owners, since they related it to geographical place, values and thoughts of the community whose language was spoken. This ideology of association of language, community and territory "[...] strengthened the nationalism and nation-state formation that was underway" (CANAGARAJAH, 2013a, p. 21). In this view, language was associated with geographic space and users' places of birth. The referred author adverts that the herderian triad ideology served to the needs of European communities at that time and generated other discourses and facilitated

---

<sup>142</sup> Original quote: "[...] 'língua' é uma construção cultural, uma invenção de dimensão histórica e discursiva que atribui à língua inglesa uma significação específica neste momento histórico que a inventa, ligando esta língua à globalização".

social relations at that moment. According to Canagarajah (2013a, p.21), “[t]hese discourses helped in the resistance by local communities against the dominance of the Holy Roman Empire and the feudal social formation”.

For a long time, language was analyzed from the perspective of rationality. The 17th, 18th and 19th centuries were marked by the principles of the Enlightenment, with influences of the scientific conceptions of Descartes and Newton (CAPRA, 2006). The prevailing dominant ideology at that time was the growth of quantitative experimental science and industrialization.

However, I consider the connection of the notion of language with people’s social and cultural contexts to be important. Language followed the rationality framework in Descartes’ view; it was conceptualized as a fixed construct, regardless of its users. However, language has changed over time, with implications for people’s lives. In this regard, Canagarajah (2013a, p. 22) points out that “[a]s the mind gains more priority over the heart or soul of the Romantics, the seat of language also changes in the discourses of those like Descartes and Locke”.

Historically, it could be seen that the notion of language, as disconnected from the subjects, brought social and historical disadvantages to society. Although Saussure (1922, 2006) conceived language as a social construct, a conventional system of models and structures shared by subjects, he considered it to be external to its users. Saussure (1922, 2006) recognized, through the language constructs *langue* and *parole*, that man used a linguistic system, and its characteristics were external to him.

In the same way that Saussure admitted the ethnological, historical and political nature of language, he emphasized the “formal and structural nature of the linguistic phenomenon”<sup>143</sup> (ALKMIM, 2012, p. 25). Saussure’s work has influenced other researchers of modernity, including Chomsky (2005), who introduced the theory of the Generative Grammar, in which he resumes the differentiation between *langue* and *parole*, with some changes, and presents the well-known distinction between competence and performance.

From another point of view, Jakobson conceptualized language as an instrument of communication. In this logic, he sought to understand the purpose of language use, hence he studied the language “[...] function in communication

---

<sup>143</sup> Original quote: “formal e estrutural do fenômeno linguístico”.

established between the sender (encoder/speaker) and the recipient (listener/decoder)”<sup>144</sup> (WINCH; NASCIMENTO, 2015, p. 221). In this way, Winch and Nascimento (2015) explained that Jakobson tried to introduce the basic language functions and explained the elements involved in the communication scheme.

On the other hand, Bakhtin (2006), in opposition to the formalist doctrine, argued that language must be seen in social interactions, so he argued that “[t]he actual reality of language-speech is not the abstract system of linguistic forms, not the isolated monologic utterance, and not the psycho-physiological act of its implementation, but the social event of verbal interaction implemented in an *utterance* or *utterances*”<sup>145</sup> (BAKHTIN, 2006, p.125, emphasis in original). For Bakhtin, the utterance is only valid in verbal interaction and the human being is implausible outside social relations. In this sense, if subjects circulate in various society spheres, meanings will be constructed in interaction, in social practice. Opposing to Jakobson’s theory, Bakhtin and Medvedev (1978, p. 203), in *The Formal Method in Literary Scholarship*, defended that the communication process thought as fixed and predetermined was ineffective, because “[...] in reality the relations between A and B [author and reader] are in a state of permanent formation and transformation; they continue to alter in the very process of communication”. In the authors view, communication is constructed in the interaction between interlocutors; it is a dialogic and ideological construction.

In the course of history, it can be seen that languages were created with the intention of maintaining disputes of power and control. In the history of colonization, minority languages were considered as irrelevant, and prevalent languages were those thought to be the property of peoples who had the most power. In this regard, Canagarajah (2013a, p. 24) emphasizes that “[t]he European nations which take pride in their superiority and in the ways in which their languages serve scientific/technological progress now move beyond their nation-states to impose their languages in other communities”.

---

<sup>144</sup> Original quote: “[...] a função [da língua] na comunicação estabelecida entre o remetente (falante/codificador) e o destinatário (ouvinte/decodificador)”.

<sup>145</sup> Original quote: “[...] a verdadeira substância da língua não é constituída por um sistema abstrato de formas linguísticas nem pela enunciação monológica isolada, nem pelo ato psicofisiológico de sua produção, mas pelo fenómeno social da *interação verbal*, realizada através da *enunciação* ou das *enunciações*”.

Although the fruitful contributions of linguists of the past in the social-historical context of language and the advances of Applied Linguistics regarding language have been recognized, it cannot be denied that, in contemporary times, language cannot be conceived as stable, systemic and fixed as previously conceived by Saussure (2006). As a result of changes brought about by globalization, the English language enables unique and diverse communicative interactions and this perspective has “[...] generated new forms and functions for the English language, complicating distinctions between terms such as ESL and EFL. They raise new pedagogical imperatives for teachers and the need to redefine scholarly constructs that explain language learning” (CANAGARAJAH; SAID, 2010, p. 157). However, I believe that we cannot deny that behind this benevolent discourse of English universalization, that this language has allowed multilingual communication and economic and technological development, there are economic and cultural interests of colonizing countries. In accordance with Pennycook’s (2017a) point of view, I believe that we cannot accept the privileged position of English language as natural, neutral and beneficial. He explains that

It is considered natural because, although there may be some critical reference to the colonial imposition of English, its subsequent expansion is seen as a result of inevitable global forces. It is seen as neutral because it is assumed that once English has in some sense become detached from its original cultural contexts (particularly England and America), it is now a neutral and transparent medium of communication. And it is considered beneficial because a rather blandly optimistic view of international communication assumes that this occurs on a cooperative and equitable footing (PENNYCOOK, 2017a, p.9).

The author deconstructs this idea and explains that the way English language was historically and culturally constructed reveals the interest of colonizing countries in silencing minority peoples linguistically and culturally. In this way, it is important to critically discuss the naturalization of English spread inside universities, since this discourse could change unequal power forces, promote inclusion and respect to people’s epistemological and ontological differences.

The spread of English has favored communication among multiple languages and cultures and meanings are constructed in situated practices nowadays. Haugen (1972, apud CANAGARAJAH, 2007, p. 923) argues that

The concept of language as a rigid, monolithic structure is false, even if it has proved to be a useful fiction in the development of linguistics. It is the kind of simplification that is necessary at a certain stage of a science, but which can now be replaced by more sophisticated models.

The structuralist conceptions of language were useful for the evolution of Linguistics, but another language rationality is necessary so that we can consider the dynamicity of language practices, the diversity of communication in multilingual contexts and cultural interactions among people from different nationalities. Canagarajah (2007, p. 924) defends that “[...] we have to deconstruct our earlier models and perhaps start anew. Globalization, multilingual contact, and LFE<sup>146</sup> provide impetus for continuing this disciplinary rethinking with new urgency and addressing language processes and practices that have lain hidden all the time”.

Globalization and technological advances have changed the way people interact, as well as the language uses in social practices all over the world. In this respect, Blommaert (2010) also criticizes the Saussurean view of language and defends that language must be thought of, as usual, within real social life. According to him, “[w]e need to replace it [the Saussurean language concept] with a view of language as something intrinsically and perpetually mobile, through space as well as time, and made for mobility” (BLOMMAERT, 2010, p. xiv).

In the field of English teacher education, it is important to problematize the uses of English language in contemporaneity, to understand how teachers conceive language, as their notion will interfere with their practices as teachers. Pennycook (2007, p. 99) points out that

[...] If the current understanding of languages was invented and maintained during an era of nation-building, modernity and a particular framing of identity, the global changes in recent years suggest new forms of construction. This is one reason why invention, disinvention and reconstruction of languages is so important at this current moment.

Thus, the world is in constant changing and this process has affected the way people communicate, conceive language and construct meanings in the social world. New forms of conceptualizing language allow us to understand how people interact, migrate from place to place and use semiotic resources in the contemporary world. One of these forms is being used in more recent studies of ELF, as will be explored in the next sections of this chapter.

---

<sup>146</sup> Lingua Franca English.

## 4.2 NATIVE SPEAKER VERSUS NON-NATIVE SPEAKER: PROFICIENCY MODELS

“[...] in [the] future [English] will be a language used mainly in multilingual contexts as a second language and for communication between non-native speakers”.  
(GRADDOL apud ANDERMAN; ROGERS, 2003, p. 6)

In a universe not so far away, it was still believed, remarkably, that the native speaker proficiency model was the one that should be followed, as discussed by some Brazilian authors such as Walesko (2019), Siqueira (2008) and Figueredo (2011). These authors have argued that the native speaker proficiency model was strongly praised, under the influence of the structuralist theories of language, which underpinned the teaching-learning of English language. Because language teaching was focused on the native speaker model, the success of foreign language learners had become almost unattainable (COOK, 1999). This view was strongly influenced by structuralist language theories. In Cook's view (1999, p.185), “[l]anguage professionals often take for granted that the only appropriate models of a language's use come from its native speakers (...) language teachers encourage students to be like native speakers”.

The persistence in the native-speaker model brings political and economic repercussions in favor of the colonizing countries, as mentioned by Phillipson (1992). In his book, entitled “Linguistic Imperialism”, Phillipson (1992) discusses the forces behind the dominance of English, and he states that the global spread of English has been linked to perpetuation of power. In his words, “[t]he English language has become immensely powerful, but it is arguable that the monolingualism of the Anglo-American establishment blinds its representatives to the realities of multilingualism in the contemporary world and gives them a limiting and false perspective” (1992, p.23). I would say that the favoritism of English-speaking countries in the standardization of the language does not take into account the sociolinguistic and cultural realities of people who speak English all over the world. In Phillipson's view, a definition of “[...] English linguistic imperialism is [that] the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages” (PHILLIPSON, 1992, p. 47). The author understands as *structural* all the material resources that give support to learning the language (institutions or financial issues) and as cultural resources

those related to immaterial or ideological properties (attitudes, pedagogic assumptions).

Campos (2019) discusses the theories concerning “native speakerism” and the problematization of this ideology in teacher education in Brazil. The term “native speakerism” was created by Holliday (2006) to express an ideology concerning English language teaching that “native-speakers” teachers represent the best models of both “English language and English teaching methodology” (HOLLIDAY, 2006, p. 385). Regarding the discussion of the native speaker construct, Kumaravadivelu (2012) uses the “native-speaker competence” term to represent the model that students usually aspire to achieve when they are learning English, or in other words, to discuss the use of this alleged competence as a final model for language learners. According to the Kumaravadivelu (2014, p. 77), “[...] these terms [*native speaker* and *native speaker competence*] have a firm hold on the knowledge systems dictating several aspects of English language learning and teaching”. In her research, Campos (2019) realized that “native-speaker competence” (KUMARAVADIVELU, 2012) has an impact on students and teachers mainly because of the reinforcement of a “[...] Western thought based on the existence of central countries, of which peripheral countries are supposed to depend almost entirely”<sup>147</sup> (CAMPOS, 2019, p. 133). This reinforcement is related to the idea that students still consider the native-speaker model as a target to be achieved.

In Brazil, in many foreign language teaching contexts, native-speaker norms and values are praised. The use of teaching materials written by native speakers, the choice of methodology developed in countries of the inner circle (KACHRU, 1986) in language institutes, for example, carries the marks of authenticity, quality and sophistication. In this regard, Mey (1981, apud RAJAGOPALAN, 2005, p. 285) notes that

Native speaker is the final criterion of matters linguistic: his verdict settles all disputes, be they about sentences, linguistic postulates, innate ideas, or what have you. Like the kings of old, Native speaker can do no wrong. He is above all laws: he is the Law himself, the Rule of the Realm [...].

Based on these colonialist beliefs, many non-native professors feel disempowered, insecure of their own English proficiency. Salles and Gimenez (2008) note that when

---

<sup>147</sup> Original quote: “[...] pensamento ocidental baseado na existência de países centrais, dos quais os países periféricos, supostamente, dependeriam quase que totalmente”.



English is taught as foreign language, learners are positioned as an outsider, a foreigner; in this way,

[...] The target model is always someone who speaks English as their mother tongue. Curricula usually focus on grammar items, native speaker pronunciation, and literature. With this view there is an ideological position of the student as a failure, because, for more proficient he may be, compared to the standard of the native speakers, few will be perfect<sup>148</sup> (SALLES; GIMENEZ, 2008, p. 153).

Thus, proposing changes in the context of teaching-learning that leave behind the native speaker model seem to be a challenging task for teachers in the school contexts. For some, the idea of “[a]bandoning the native speaker totally may be unrealistic because this model is so entrenched in teachers' and students' minds” (COOK, 1999, p.196-197). However, this model has been supporting violent practices against non-native teachers, reifying English as an object, as a *commodity* (JORDÃO, 2004b) that belongs to its native speakers, those born in privileged countries such as England and the US. It has kept a whole lot of English teachers in the margins of the work market, and it has perpetrated in them a syndrome of impostorhood (BERNAT, 2008) that makes them feel incompetent, inapt, displaced. In this regard, Jordão (2010, p.429) notes that “foreign language teaching, especially in the case of English, places non-natives locally involved in the teaching-learning process in subordinate positions as compared to the authority that native speakers are supposed to have over their own language”<sup>149</sup>. Because it is a somewhat aggressive view, it needs problematizing and changing: if doing away entirely with such violence is “unrealistic” (as put by Cook and cited above), we have to find means to make it less hurtful, to help us survive and be healthy as *non-native* teachers of English.

In that sense, the epistemic violence (SPIVAK, 1990) seems to be changing in sync with other changes in the contemporary world. Graddol (2003), in the article *The decline of the native speaker*, argues that “the *proportion* of the world’s population who speak English as their first language has, in fact, declined sharply” (GRADDOL, 2003, p. 157, emphasis in original). The author states that the decline of

---

<sup>148</sup> Original quote: “[...] O modelo-alvo é sempre alguém que fala inglês como sua língua materna. Os currículos costumam focar os itens gramaticais, pronúncia do falante nativo e literatura. Com essa visão há uma posição ideológica do estudante como um fracassado, pois, por mais proficiente que este seja comparado ao padrão dos falantes nativos, poucos serão perfeitos”.

<sup>149</sup> Original quote: “[...] o ensino de línguas estrangeiras, especialmente no caso do inglês, coloca os não-nativos envolvidos localmente no processo ensino-aprendizagem em posições subalternas em relação à autoridade que os falantes nativos supostamente teriam sobre sua própria língua”.

native speaker power does not imply the decline of the importance of English language in the world, but in fact he emphasizes that the number of English speakers as a second language has increased significantly. In Graddol's (2003, p. 157) view, "[...] The future status of English will be determined less by the number and economic power of its native speakers than by the trends in the use of English as a second language". In this sense, when English is conceived as a lingua franca in a decolonizing perspective,

[...] positioning English as a lingua franca is an attempt to remove it from a centralizing normativity dependent on the rules established by native speakers (those from the inner circle, according to Kachru's classification, 1985), giving their users - natives or not - the chance of establishing the *norms* for English themselves<sup>150</sup> (JORDÃO, 2014, p. 22-23, emphasis in original).

In this sense, the multicultural and social dimension of human interaction is prioritized to the detriment of the use of the standard norm derived from native speakerism. Conceiving English as a lingua franca expands the scope of accessibility and participation dimensions of subjects in interaction communities (MODIANO, 2005). Thus, knowledge of language is not measured by the status of being native or non-native, if the person belongs to this or that Kachruvian circle, nor by the blood heritage of his ancestors, but by the possibility of communicating with other English speakers from different socio-cultural contexts. It can be said that the English language belongs to all who make use of it, and it is related to the peculiar social and cultural perspectives of its users (KIRKPATRICK, 2006). This is true, but in fact, practices are based on native speaker norms. In this view, language is conceptualized as a commodity and there is a social and political culture involved in the English teaching-learning.

Studies about non-native English teachers' perceptions have been conducted by researchers such as Modiano (2005), Benke and Medgyes (2005), and Cook (1999), among others. The authors seek to problematize the differences in the culture of teaching the English language when teachers are native and when they are non-native. My goal when mentioning these differences in this dissertation is not

---

<sup>150</sup> Original quote: "[...] posicionar o inglês como língua franca constitui-se em uma tentativa de retirá-lo da normatividade centralizadora dependente das regras estabelecidas pelos falantes nativos (aqueles do círculo interno, conforme a classificação de Kachru, 1985), construindo aos seus usuários – nativos ou não – a possibilidade de que estabeleçam, eles mesmos, as 'normas' para o inglês".

related to the biased attitude of considering that one practice (native) is better or worse than another practice (non-native). It is known that there are native speaker teachers who have preparation and knowledge to work with students from different socio-cultural contexts. The same can happen to non-native teachers who may have extensive knowledge of the mother tongue of their users. In fact, the groups are not homogeneous. The problem is when people label themselves as belonging to allegedly homogeneous groups of language users. It is fundamental that we deviate from this type of fallacy and do not take as a reference of proficiency and professional capacity the place of birth of a language teacher; rather, we should promote an epistemic rupture, leaving aside the native versus non-native dichotomy, and place the contingent question of critical praxis as a reference for quality. In this regard, Jordão (2017, p.192) adverts that

[...] it is fundamental to always keep in mind the contingency of our practices, the notion that they are constructed in specific contexts, by and for specific people, within specific social, cognitive and emotional structures (...) When we think specifically about teachers of foreign languages, I believe it is fundamental to discuss the coloniality of foreign language teaching-learning theories and methodologies, to understand how far they escape our needs and contexts, and what alternatives we can build<sup>151</sup>.

That is, the understanding that our practices are local and subjectively constructed help us reflect on how we can, as teachers, adapt and constantly (re)design our practices to the emergent necessities of our contexts.

There are undoubtedly power issues involved when language is associated with a fixed, monolithic system that ignores the differences among users and their contexts. Once again, Jordão (2016, p. 194) can help us problematize this issue, when she points out that

[...] When you ignore that these views on languages have been constructed by linguistics based on abstractions and overgeneralizations (HARRIS, 2003; PENNYCOOK, 2007), you can easily fall on the trap of colonization by not being able to see languages also as open spaces for the construction of meanings, spaces that are simultaneously bound to and by distinct ideologies and liberating from these same ideologies.

---

<sup>151</sup> Original quote: “[...] é fundamental termos sempre em mente a contingencialidade de nossas práticas, a noção de que elas se constroem em contextos específicos, por e para pessoas específicas, dentro de estruturas sociais, cognitivas, emocionais também específicas (...) Quando se pensa especificamente em professores de línguas estrangeiras, creio ser fundamental discutir a colonialidade das teorias e metodologias de ensino-aprendizagem de LE, perceber o quanto elas fogem de nossas necessidades e contextos, e quais as alternativas que podemos construir”.

Thus, English language teaching is not dissociated from political interests. In educational institutions, the choice of teaching materials (British or American) perpetuates colonialist ideologies such as the supremacy of materials produced in countries of the inner circle (KACHRU, 1986). I believe that undergraduate students and teacher educators can reflect on imposed practices (the institutional choice of adopting certain teaching materials or the choice of imitating the native-speaker model), in order to resist the homogenized practices, since languages would be better enjoyed by their users if they were connected to their contexts. Harris (2003, p.50) defends that language must be seen in use, as a “fact of life”. In such a way, language is strongly influenced by contexts. However, when it comes to contexts of speakers of other languages, it is important to consider the variables involved in language teaching-learning, who the interlocutors are and in what environment interaction happens.

In contemporaneity, when contact is established with English speakers from different locations, it is important to consider the interlocutors’ willingness to negotiate meanings to facilitate communication. In this respect, I believe a recognition of the interaction protocols or norms to be the most important dimension of communication.

Globalization changes, multiple literacies, cultural diversity and the possibility of establishing communication with multilingual speakers all over the world, have changed not only the understanding of time and space, but also the rationality of what language proficiency is. Traditional proficiency models are based on the native speaker model. Most of the large-scale language proficiency tests, e.g., TOEFL, IELTS, etc., follow dominant assessment paradigms. But if the traditional proficiency model is based on the native speaker model, how can teachers conceptualize proficiency differently, taking into account the multilingual scenery allowed by the contemporary world?

With the intention of problematizing proficiency in the contemporary world and considering the spread of English and the identities of multilingual users worldwide, Canagarajah (2006) proposes the discussion of proficiency in two different ways: the first one is through the standard English view (DAVIES, 2002) and the second is the interpretation of *World Englishes* (LOWENBERG, 2002). The former is based on standard models of native speaker proficiency (American or English), and the latter is linked with the possibility of considering proficiency as an ability of postcolonial multilingual communities to engage in meaningful

communication, according to their own institutionalized varieties through local conventions (CANAGARAJAH, 2006).

The traditional proficiency model follows the native-speaker linguistic norm, but professors in higher education have this challenge of not being restricted to one single model but considering the dynamic ways of using the language by multilingual English users all over the world. One of the possible alternatives is to understand English from the perspective of a lingua franca. Instead of struggling for the unreachable model of the native's English, the teacher can problematize the 'language use' situations and realize how meanings are negotiated and constructed among users.

In order to discuss a reconceptualized view of proficiency, Canagarajah (2006) questions some assumptions of the Kachru's circle. According to the author, English is a diverse language with different norms and grammars, so it is not proper to treat it as a homogeneous language. In his view, the need of assessing outer-circle speakers according to "endogenous norms" (CANAGARAJAH, 2006, p.233) is not sufficient, because norms are contingent, diverse; thus, he defends that such speakers must be prepared to engage in both the inner-circle and expanding circle communities for social and economic purposes. From this perspective the author points out that

Proficiency means, then, the ability to shuttle between different varieties of English and different speech communities. In this sense, the argument becomes irrelevant whether local standards or inner-circle standards matter. We need both and more—that is, the ability to negotiate the varieties in other outer- and expanding-circle communities as well. (...) This orientation to globalization does not mean that speakers of English today have to be proficient in all the varieties under the sun. What we find from research on English as a lingua franca is the importance of negotiation skills—such as speech accommodation—for shuttling between English varieties<sup>152</sup> and speech communities. Such realizations suggest the need for an important shift in assessment practices. From focusing overly on proficiency in grammar or in abstract linguistic features, we have to focus more on proficiency in pragmatics (CANAGARAJAH, 2006, p. 233).

---

<sup>152</sup> The use of the concept of 'Language variety' presents a problem with respect to the implicit idea it brings that there would be 'one original' language from which the varieties derive. This allows for a hierarchization of language forms or systems, spreading to their speakers and reinforcing the idea of languages as external objects that can be classified and rank ordered. That is not the concept of language I promote, as I hope has been clear in this dissertation. However, just like the construct 'language', also the construct 'variety' is of common use even by proponents of English as a Lingua Franca and, therefore, it will be mentioned in quotes like this one, as this text develops. I ask the readers, nevertheless, to remember that the idea of 'linguistic varieties' is not one I espouse.

In the author's perspective, the restrictive view of assessing proficiency according to the inner circle model is not sufficient to encompass the complexity of all the linguistic landscapes we have in today's globalized world. It proposes, therefore, to conceptualize proficiency while taking into account the pragmatic character of communication, interpersonal communication and communicative strategies that facilitate the relation between the users of the language.

I discussed the dichotomy native speaker versus non-native speaker in this part of the dissertation, because it still operationalizes many educators' practices, including mine and those of the participants of this study; however, my position is that this could be abandoned on behalf of ELF-aware teacher educators and learners. In order to rethink native and non-native constructs and discuss ELF in teaching programs, Sifakis (2009, p.346) proposed "ELF-aware transformative framework", based on Mezirow's (1998) approach, in order to examine pedagogical and practical implications of using the native and non-native perspectives and ELF in practices. Sifakis (2009, p. 349-352) proposes five stages: "preparation stage, identification stage, awareness stage, transformation stage and planning stage". In the first stage, the participants are invited to engage in content discussion and answer some questions about their professional background and interests. In the second stage, identification, the participants get to know one another and start talking about what is involved in ELF perspective. In the third phase, awareness stage, the participants read and discuss texts and materials about ELF. In the last two phases, the participants engage in reflecting about their own practices and how they could implement other possibilities in their everyday practices (SIFAKIS, 2009).

In the authors' idea, through the steps of the framework, educators could be aware of ELF features, actively reflect on issues that happen in the classroom and challenge their own language assumptions. More recently, in an article entitled *ELF awareness as an opportunity for change*, Sifakis (2014a) divided the ELF-aware teacher education framework into two phases. According to the author,

[...] In phase one, teachers are asked to read selections from the ELF and related research literature, as well as from the broader research framework of critical pedagogy and post-modern applied linguistics; they are prompted to relate these readings to their own experience and context through open-ended, structured questions. Then, in phase two, teachers engage in action research projects that use ELF-related concerns in ways that are appropriate for their context (SIFAKIS, 2014a, p. 328).

In the second phase, educators can reevaluate practices, analyze their contexts and incorporate changes that could be relevant to their practices.

#### 4.3 ENGLISH LANGUAGE: A LANGUAGE SPOKEN WORLDWIDE

*“English is the language most people in the world use for contact purposes. There is a unique place for this language in global contact zones, as people adopt this language to engage with diverse communities. We have to ask how English is participating in these translingual practices” (CANAGARAJAH, 2013a, p.12).*

The rapid changes of the contemporary world enable people to communicate and interact without necessarily demanding the physical presence of their interlocutors. Information and communication technologies (ICTs) have made it possible to narrow borders and disseminate information at the same time that facts happen. These technologies “[...] have allowed many comings and goings for a good number of people who, potentially, could not leave their countries of origin to interact in an international environment”<sup>153</sup> (SIQUEIRA and SOUZA, 2014, p.32), and the language most used for these interactions is English.

For many people, knowledge of English is synonymous with status and upward mobility. We cannot deny the influence of English language in some sectors of society. In a broad vision, the English language undoubtedly plays a preponderant role in social sectors. In the book *The alchemy of English*, Kachru (1986, p.1) argued that “[...] knowing English is like possessing the fabled Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science, and travel. In short, English provides linguistic power”. Although this language is the preferred one in commercial transactions, tourism and technology, it is necessary to get rid of this romantic vision that English would be a bridge to knowledge, the language of access to science, the gateway to upward mobility, because there is no doubt that there is a political, colonialist context that permeates the expansion of the English language worldwide. Pennycook (2003, p. 7) notes that authors with different political interests agree that “[...] English and globalization go

---

<sup>153</sup> Original quote: “[...] têm materializado muitas idas e vindas para uma boa quantidade de pessoas que, potencialmente, não teriam como sair de seus países de origem para interagir num ambiente internacional”.

hand in hand”, and we cannot forget that a huge part of the planet’s population is left out: even those who can speak English are placed in the margins when they are not born *in the right country* or do not use *legitimized* repertoires of the language. Indeed, “English is everywhere, and we cannot avoid it” (SEIDLHOFER; BREITENEDER; PITZL, 2006, p. 3). These authors argue that English language has become a lingua franca used in various sectors of society, enabling people to connect and share common interests. However, it is not possible to think of the spread of the English language without linking it to globalization, whose effects bring linguistic, social and pedagogical consequences for teacher education.

Canagarajah (2006, pp. 24-25) emphasizes that postmodern globalization has striking features that influence the way we understand the English language, as shown below:

I) The economic and production relationships between communities are multilateral (i.e., they involve multinational participation at diverse levels). II) National boundaries have become porous as people, goods, and ideas flow easily across them. III) Space and time have become compressed, enabling us to shuttle rapidly between communities and communicative contexts, in both virtual and physical space. IV) Languages, communities, and cultures have become hybrid, shaped by the fluidity of social and economic relationships.

Thus, these features bring repercussions to English teaching-learning in the global sphere, supporting English users’ movements to dissociate themselves from a colonialist view of language and look for alternative ways to conceptualize the language, influenced by cultural and local aspects.

For reflections on teacher education and changes in higher education curriculum, scholars are required to think of a localized curriculum that makes sense in their context. Canagarajah (2006, p. 27) argues that “[c]urriculum change cannot involve the top-down imposition of expertise from outside the community, but [it] should be a ground-up construction (...)” that considers the values and needs of language users and their communities.

Monte Mór (2012) argues that, in order to assume a conscious attitude towards language teaching in the contemporary world and to understand the globalization phenomenon, one needs to discuss the aspects involved in the globalized society, and the construction of a critical perception of concepts concerning homogeneity, heterogeneity and the agency of those involved in the process. In the author’s conception, the effects of globalization phenomenon bring



consequences to various areas: economic, anthropological, geopolitical, educational or communicational, thereby stimulating a review of concepts concerning

[...] market value, welfare, educational and epistemological perspectives, views of citizenship, issues of identity and otherness, making the phenomenon itself [globalization] to be multifaceted, translated on the one hand as social, economic and technological progress and advancement, and on the other side as threats to the secular traditions that underpin various cultures, religious identities, structures of authority, social and moral values, worldviews and society<sup>154</sup> (MONTE MÓR, 2012, p. 25).

English language teaching is also influenced by values marked by globalization. While for some language teaching-learning can represent a privilege, or a gift, for others it may mean social exclusion, abandonment of the local culture. It is therefore necessary to discuss how and why English has become the globalized lingua franca.

Similarly, Kumaravadivelu (2012, p.9) also points out that English language teaching needs to be problematized in global contexts and it “[...] cannot remain insulated and isolated from globalization’s impact on the formation of individual identities of English language learners, teachers, and teacher educators around the world”. The author points out that constructs of identity and nation formation are strongly interwoven. The identity of the individual who learns the English language in postmodernity is seen by Kumaravadivelu (2012, p.11) as fragmented, since “[t]he fragmented identity takes on a life of its own through a process of becoming – a process that is continuous, non-linear, and unstable”. In this sense, globalization interferes in conceptions of time, space and cultural relations. If, on the one hand, globalization incites the transposition of borders, on the other hand, one should be careful about questions concerning otherness, since “[...] people now have a greater chance of knowing about others’ cultural way of life – the good, the bad, and the ugly” (ibidem, 2012, p.11). That is, while globalization has shortened distances, it has also interfered with people's beliefs, values, and culture. In order to better understand and problematize these interferences, teachers can develop a critical awareness on English usage in global contexts and align themselves with discussions that take into account the historical, social, cultural and educational contexts of the subjects

---

<sup>154</sup> Original quote: “[...] valores de mercado, bem estar, perspectivas educacionais e epistemológicas, visões de cidadania, questões de identidade e de alteridade, fazendo com que o fenômeno em si se apresente em multifaces, traduzidas por um lado, como progresso e avanço social, econômico e tecnológico e, por um dos outros lados, como ameaças às seculares tradições que sustentam várias culturas, identidades religiosas, estruturas de autoridade, valores sociais e morais, visões de mundo e sociedade”.

involved, and promote the “epistemic break” (KUMARAVADIVELU, 2012) to the colonization processes. One of the alternatives suggested by Kumaravadivelu (2012, p.16) to recognize the colonization processes in which we are involved is to unleash “terminological knots” that maintain a dominant monolingual conception that prioritizes the native speaker.

The English language has become a deterritorialized language, and previous studies have shown that the number of “non-native speakers of English today outnumber native speakers and are reshaping English to suit their own purposes” (NAULT, 2006, p. 320). This reality makes us realize that language users (even those Kachru<sup>155</sup> placed in the outer circle as “norm dependent”) restructure and adapt their repertoires according to their historical and social needs instead of simply reproducing the standard language model from the old colonial empires. If globalization in modernity was associated with values related to territoriality and homogeneity, postmodern globalization leads to precepts related to mobility and diversity (CANAGARAJAH, 2013a). In this sense, the English language has become a “contact language”<sup>156</sup> (CANAGARAJAH, 2013a, p. 56) and can be understood differently when in contact with other languages. I say that language can be understood differently by the assumption that communities are marked by their cultural, social, historical influences, so language will also be influenced by these characteristics. Canagarajah (2013a, p. 57) also notes that “[...] no community is homogeneous. While the ‘community’ itself embeds a lot of diversity (not only in cultural terms, but also in terms of gender, class, region, and lifestyle choices), it is open to interactions with other communities all the time”, that is, each community uses the language with marks of users’ culture, beliefs and values. As the author points out (ibidem, p. 58), “[...] English language is not monolithic, but a changing

---

<sup>155</sup> The discussion of the Kachru’s circles has already been held in chapter 4.2, and it will be discussed in 4.3.1 item too.

<sup>156</sup> I understand “contact language” based on Canagarajah’s (2013a) use of the term “contact zones”. The author points out that this term was firstly introduced by Pratt (1991), who makes us reflect on the use of the term when we think about “the spaces where diverse groups interact” (CANAGARAJAH, 2013a, p.26) in transnational relations in the contemporary world, considering all the conflict and heterogeneity of interactions. I agree with Canagarajah (2015, p. 51) when he points out that “[...] we have to consider all social spaces in globalization as contact zones, with different forms of uptake and renegotiated norms possible. The indexical orders that result from the mobile codes and literacies in these contact zones will vary, based on the agency of social groups. People do form their own local indexical order and literacy regimes by appropriating mobile codes”.

complex of multiple varieties”. Even among native speakers there is language diversification, because it is hybrid, adaptable to different communities of users”.

The diversification of English seems to have led to the need for various acronyms to cater for such plurality, such as EFL, ELF, EAL, EIL, WE. In Kumaravadivelu’s (2012) view, the field of English teaching-learning seems to have developed a fascination for different acronyms that depict the expansion of the global English language. The epistemological differences between the terms are not always clear, or present at all. This will be explored in the next section.

#### 4.3.1 EFL, ELF, EAL, EIL, WE: epistemological differences

Different nomenclatures have been used to represent epistemological and ontological differences in English language teaching-learning. Jordão (2014) makes a categorization of terms in order to understand the role of English language in society and the teaching-learning function, taking into account the cultural context in which it is inserted. In the author’s conception, the terminologies are adopted “[...] based on the role and function of English language in society”<sup>157</sup> (JORDÃO, 2014, p. 34); however, the meanings of lingua franca – additional or foreign – sometimes mix themselves or get muddled.

Regarding the comparison of the terms EFL and ELF, Seidlhofer (2011), in the book *Understanding English as a Lingua Franca*, discusses the differences between the terms and notes that “[...] the acronyms [EFL and ELF] are treacherously similar, but the concepts are quite different” (SEIDLHOFER, 2011, p.17). First, she explains the linguistic and pedagogical implications of considering EFL. In her view, when English is conceptualized as a foreign language, the emphasis is on “[...] where the language comes from, who its native speakers are, and what cultural associations are bound up with it” (SEIDLHOFER, 2011, p.17). The author also points out that for EFL teaching, students are stimulated to imitate the native-speaker’s model. On the other hand, when English is conceived as a lingua franca, the most important thing is what and how English users interact when they are communicating. In this way, “[...] ELF is guided by quite different needs and desires. It is spreading in various and varied manifestations and adapted to the needs of intercultural communication” (SEIDLHOFER, 2011, p. 17). In order to clarify

---

<sup>157</sup> Original quote: “[...] a partir do papel e da função da língua inglesa na sociedade”.

the conceptual differences, the referred author proposes a table, as shown below (Table 4).

TABLE 4 – CONCEPTUAL DIFFERENCES BETWEEN EFL AND ELF

	Foreign language (EFL)	Lingua franca (ELF)
<b>Linguacultural norms</b>	Pre-existing, re-affirmed	Ad hoc <sup>158</sup> , negotiated
<b>Objectives</b>	Integration, membership in NS community	Intelligibility, communication in NNS or mixed NNS-NS interaction
<b>Processes</b>	Imitation, adoption	Accommodation, adaptation

SOURCE: Reprinted from Seidlhofer (2011, p.18).

As Seidlhofer (2011) pointed out, in ELF communicative interactions, linguacultural norms are negotiated according to the interlocutors' needs. I would say that conceptualizing English as a foreign language in a globalized world could be a restrictive decision, since it follows monolingual native speaker norms and does not take into account all communicative possibilities and diverse use of English present in intercultural communication.

From another perspective, Friedrich and Matsuda (2010) understand the concept of English as a lingua franca (ELF) “[...] as a function, rather than a *linguistic variety*” (FRIEDRICH; MATSUDA, 2010, p.20). The authors explain that English cannot be restricted to one single variety, but rather to a functional dimension taking into account the variety of cultures, traditions and users' needs (FRIEDRICH; MATSUDA, 2010, p. 21). I will explain the concept of ELF in more detail in the next section. These authors also point out that English as an International Language (EIL) can be understood as a “sub-function” of the broad functional perspective of ELF. Friedrich and Matsuda (2010, p.23) have addressed “[...] EIL as referring to those uses of English in an *international* context, or a context that cuts across and goes beyond any national border”; therefore, the most important point is the interaction among interlocutors, regardless of pre-established boundaries.

Regarding the understanding of the concept of “language variety”, Pennycook (2007), in *The myth of English as an International Language*, argues that

---

<sup>158</sup> Ad hoc comes from Latin. It means “for this”. In the ELF perspective, it means that rules are negotiated according to the users' needs.

the use of the term is related to colonial interests. He explains that when the concentric circles were created and the English language was divided according to different speakers and geographical locations, the construct of “variety” appeared. Obscure subordinating interests are hidden behind the concept of “variety”. In an attempt to classify the types of English used in the world (from the monolithic perspective), as shown in concentric circles model, the proposed division seems to be inappropriate, since it does not take into account the diversity of English all over the world. Pennycook (2007, p. 106) defends that by promoting an inclusive policy of adapting “new Englishes” for recognition as English varieties, the process ends up excluding the uses of language of less favored peoples. In this regard, García (2007), in the *foreword* of the book *Disinventing and reconstituting languages*, from Makoni and Pennycook (2007), argues that “[l]anguage classification has been a construct to control variety and difference and thus it excludes mixed language practices, creoles and other ways of using languages in multilingual networks” (GARCÍA, 2007, p. xiii). I would say that the attempt of inserting language into patterns (linguistic varieties) was a strategy to justify the attempt to control it. The concept of variety is accompanied by subservience interests. I believe that language is an ideological construct; in this way, in accordance with Pennycook’s (2007, p.98) idea, “[...] languages may exist, but they do so only as a product of human interests”. In my view, considering the sociocultural and linguistic nature of ELF, the use of the term “language variety” cannot cope with the fluid and complex nature of global communicative interactions, and speakers could not be labeled as belonging to a restrictive community, because the most important thing is intercultural communication, that is, speakers are supposed to understand and to be understood in interaction.

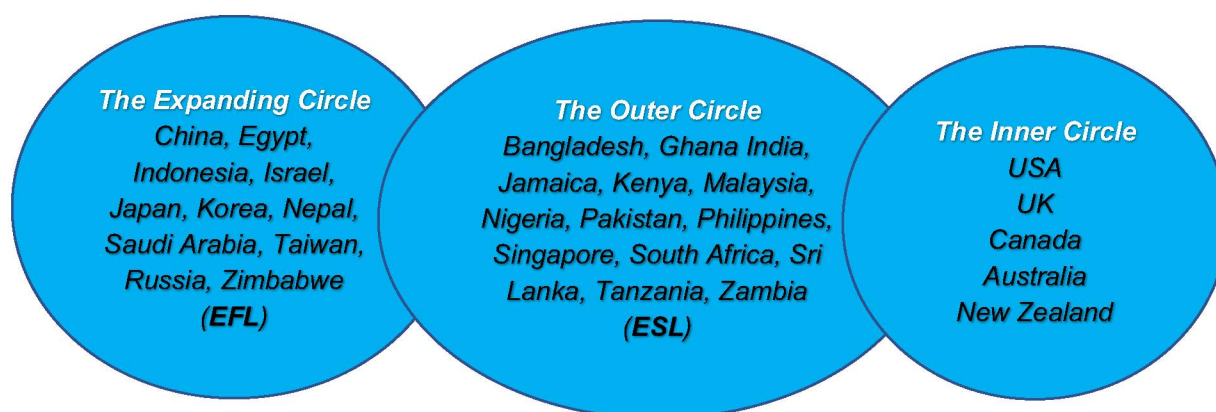
As for the comprehension of the EAL acronym, Jordão (2014) explains that the designation of it is related to users who have learned English as an additive language, that is, “added to their first language” (JORDÃO, 2014, p. 17), so it is called English as an additional language.

Other researchers use other designations to represent the expansion of the English language in global contexts. McKay (2011), for example, uses the acronym EILF – English as International Lingua Franca – “[...] as an umbrella term to characterize the use of English between any two L2 speakers of English, whether

sharing the same culture or not, as well as between L2 and L1 speakers of English" (MCKAY, 2011, p. 127).

On the other hand, in the article "*World Englishes: agony and ecstasy*", Kachru (1996) uses the term "World Englishes" to represent the diffusion of the English language in terms of concentric circles – "Inner circle, outer circle and expanding circle" (KACHRU, 1996, p. 137). According to the author, the expansion of this language in the global world is pluricentric and involves discussions about identity, ideology and power. It can be said that "[...] The universalization of English and the power of this language have come at a price; for some, the implications are agonizing, while for others they are a matter for ecstasy" (KACHRU, 1996, p. 135). The author points out that English came from the "inner circle" countries, that is, from places where English is a native language (United States, United Kingdom, Canada, Australia and New Zealand); in contrast, countries that have adopted English as a second language belong to the "outer circle"; and finally, countries that were not colonized by the English and have English as a foreign language are located in the "expanding circle". The author emphasizes that Figure 2 is considered to be only illustrative, since it does not cover all countries belonging to the outer circle and the expanding circle.

FIGURE 2 – THREE CONCENTRIC CIRCLES



SOURCE: Adapted from Three Concentric Circles by Kachru (1996, p.137).

Kachru (1996) also adverts that these circles inform the existence of three types of English users. There are the "norm-providing, norm-developing, and norm-dependent" (KACHRU, 1996, p. 138). The first term, "provider", refers to users belonging to the inner circle, considered the eternal owners of the language. The second term, "norm-developing", relates to subjects who have influences of their

mother tongue, but seek to adapt to the English language that has been institutionalized in their country of origin. Finally, the “norm-dependent” use the English language as a foreign language, that is, they depend on the norm, since non-native speakers (foreigners) try to get closer to native speakers of the language (JENKINS; COGO; DEWEY, 2011).

Kachru (1996, p. 138) uses the noun “ecstasy” to the power of English in aspects concerning attitude, ideology and society in countries belonging to the Outer and Expanding circles. In this regard, Schmitz (2009, p. 342) points out that Kachru’s use of the term ecstasy refers “[...] to the large numbers of speakers who use English in their daily lives, to the geographical spread throughout the world, and to the importance of this language in world affairs”. On the other hand, the use of the term “[...] agony points to the debate over an exonormative or endonormative standard” (ibidem, 2009, p. 342).

For Kachru, the impact of World Englishes acts like a double-edged sword. If, on the one hand, there was the “[...] Englishization, the process of change that English has initiated in other languages of the world” (KACHRU, 1996, p. 138), on the other hand, there was the attempt to change the culture of the individual so that it adapts to another culture and abdicates of its native languages. This is called “nativization / acculturation” (KACHRU, 1996, p. 138).

Canagarajah (2013a, p.58) points out that the circles of Kachru (1986) are defined according to “[...] the historical spread and social functions” of the English language in the world. Although they recognize that Kachru's (1986) theory makes it possible to understand the pluralization of the English language in diverse communities, Canagarajah and Said (2010) argue that postmodern globalization has implications for Kachruvian assumptions, since

- i) English varieties have started to leak outside their national borders. ii) Speakers in the expanding circle do not use English only for extra-community relations. For countries like China, Vietnam, the Philippines and Brazil, English performs many important functions within their own borders. iii) With increasing currency of English in their local contexts, expanding circle communities are developing local varieties similar to the outer circle varieties. iv) We are learning that expanding and outer circle communities are developing new norms as they use English for lingua franca communication (CANAGARAJAH; SAID, 2010, p. 158-159).

Thus, with the advent of globalization and the uses of English, notions of norm and proficiency need to be reshaped and rethought in teacher education.

As to English communication in global contexts, the ethical view of social research preserves community life and cultivates the respect for others. In Christians' view (2013, p. 145), "[w]e are born into a sociocultural universe where values, moral commitments, and existential meanings are negotiated dialogically". From this angle, we cannot conceive of a colonialist view of considering a single model of English language in the world. Each community has its linguistic, cultural and political influences. According to Christians (2013, p.150),

Societies are embodiments of institutions, practices, and structures recognized internally as legitimate. Without allegiance to a web of ordering relations, society becomes, as a matter of fact, inconceivable. Communities not only constitute linguistic entities but also require at least a minimum moral commitment to the common good.

Thus, communication in English in global contexts is influenced by the language, culture and users' habits, who make use of it to communicate. In this way, subjects use language to interact and negotiate meanings according to their own interests. Moreover, because of the rapid changes of contemporary world, we can say that "[...] social processes are messy and unpredictable" (CANAGARAJAH, 2013a, p.25). Thus, changes in language depend on the influences coming from the context and the subjects' engagement in a specific social group to communicate.

#### 4.4 REFLECTING ON THE ELF PERSPECTIVE

In the context of globalization and postmodernity, the interaction of speakers from different nationalities usually happens through the English language. Thus, like Canagarajah, we can wonder: "How is this lingua franca, a language so important for millions of global speakers, acquired and used?" (CANAGARAJAH, 2007, p. 925). Ideological, philosophical and pedagogical perspectives are embedded in the way a person conceives and practices the language in communicative situations.

Jenkins, Cogo and Dewey (2011) emphasize that languages have been used as a lingua franca in many places and contexts since the sixteenth century. Various epistemological perspectives on what the ELF construct has become, have been discussed by different authors in different periods. I believe it is important to briefly describe a historical context of ELF to understand how the construct has changed in the last decades.

Some authors have different understandings of the concept of lingua franca. In House's view (2003, p. 557), "[...] ELF is neither a language for specific purposes



nor a pidgin, because it is not a restricted code, but a language showing full linguistic and functional range". Other authors, such as Jenkins (2006) and Seidlhofer (2004), tried to define the lingua franca based on the phonological and grammatical aspects associated with it.

Mauranen (2018, p. 8) explains that there are two ELF strands in the field of Applied Linguistics: one that it is applied to those whose first language is not English, excluding native speakers (FIRTH, 1996; HOUSE, 1999) and one that takes into account both native and non-native speakers (SEIDLHOFER, 2004, JENKINS, 2007, MAURANEN, 2012). The last perspective, which mixes native and non-native speakers, could be questioned in academia. To cite some of these questions, I would say that considering both native and non-native speakers in the ELF perspective, challenge us to conceive English, shifting the language from the native speaker's assumption of norms (considered as owners of the language), questioning assumptions traditionally used in language practices, for a broader perspective where norms emerge and are negotiated in intercultural situations. The possibility of not considering the standard English norms in teaching practices can bring anxiety to educators and their identities, because these decisions bring pedagogical implications in the teaching-learning processes, as well as discussions about how language must be assessed and conceived in teacher education. If we reflect on the light of the rapid changes we have been facing nowadays, we could accept the idea that interactions could happen among different speakers, since the diversity in interactions is becoming common in contemporary world, mainly because of technological advancement and shortened borders. But, anyway, conceptualizing ELF is not an easy task, since there is no consensus among scholars.

In the introduction of *The handbook of English as Lingua Franca*, Jenkins (2018, p.1) mentions that three researchers were considered to be 'founding mothers of ELF', namely, Barbara Seidlhofer, Anna Mauranen and Jennifer Jenkins. In 2005, Seidlhofer conceptualized ELF within the context of *World Englishes*<sup>159</sup>, the Kachru's circles, and ever since, until recently, she has proposed the use of corpus linguistics

---

<sup>159</sup> "[...] The concept 'world Englishes' demands that we begin with a distinction between English as a medium and English as a repertoire of cultural pluralism: one refers to the form of language, and the other to its function, its content. It is the medium that is designed and organized for multiple cultural—or cross-cultural—conventions. It is in this sense that one understands the concepts 'global', 'pluralistic', and 'multi-canons' with reference to the forms and functions of world Englishes" (KACHRU, 1994, p. 6-7).

to investigate lexicogrammar in ELF. At the time, she also wrote that “[...] English is chosen as the means of communication among people from different first language backgrounds, across linguacultural boundaries” (SEIDLHOFER, 2005, p. 339). I would say that Seidlhofer’s purpose in studying lexico-grammatical and practical features of research participants’ spoken ELF interactions, was to investigate their shared and systematized uses of ELF. Her work contributed to ELF research and to the development of the field in next steps, as she compiled and analyzed lexicogrammar in ELF interactions, and she showed how these patterns emerged and deviate from native-speaker’s norms.

The second researcher, Anna Mauranen, focused on using a corpus of ELF in academic settings to explore oral interactions among different mother tongue speakers at higher education level.

The third researcher, Jennifer Jenkins, whose work I will describe in further detail because of its recent move towards translanguaging, conceived ELF as a variety when ELF first became prominent (JENKINS, 1998, 2000). In 2015, however, Jenkins brought an overview of ELF divided into three phases, as explained below, including mostly two kinds of criticism that have been made to the first studies of these three authors on ELF: the lack of political and ideological reflections on the English language and its expansion around the world, and the reiteration of languages as possession of specific nation-states.

In a seminal article published in 2015, Jenkins defines three phases for ELF studies so far: in the first, ELF research was focused on forms, and based on the empirical data from VOICE (the Vienna-Oxford International Corpus of English) and ELFA (the corpus of English as a Lingua Franca in Academic Settings) for corpus building and analysis, the author envisioned the possibility of identifying and describing varieties. In this perspective, she proposed the phonological comprehension of a purported “lingua franca core” (LFC), i.e., a system of pronunciation features which seemed to be meaningful for ELF communication to become intelligible. She understood ELF as inserted into the Global Englishes paradigm. Jenkins (2015, p. 53) explained, nevertheless, that the LFC was not created to be used as a monolithic model, but it was created as a possibility to propose the notion of ELF as a language variety, contrary to what some scholars believed. Jenkins explained that she realized “[...] there could be a danger of equating ELF to a variety of English, rather than a function of the language” (DINIZ

DE FIGUEIREDO, 2018, p. 38). Among the authors who criticized the studies produced during this first phase, Friedrich and Matsuda (2010) pointed out that the possibility of seeing English as an International language (henceforth EIL), or ELF as a “[...] linguistic variety fails to capture the reality of EIL communication, which is context and situation specific” (FRIEDRICH; MATSUDA, 2010, p.26). These authors conceive English as a lingua franca as a function that the English language performs through its uses in various contexts.

Another researcher who expressed concern about the idea of considering ELF a variety was Canagarajah (2013a, p. 64), who states that “[...] there is no stable variety that marks contact zone communication. Such communication works because speakers are prepared to adopt strategies to co-construct norms *in situ*, and achieve intelligibility *through* (not *despite*) their local varieties and identities” (emphasis in the original).

Postmodernity favors the breaking of social boundaries, and communication in transnational and diasporic contexts, thus causing a difficulty in establishing limits on space-time issues. These facts support the development of English as a contact language among peoples. In this way, Canagarajah (2007, p. 925) defends the use of “Lingua Franca English - LFE”, that is, a language that “[...] belongs to a virtual speech community. The speakers of LFE are not located in one geographical boundary. They inhabit and practice other languages and cultures in their own immediate localities”. Thus, lingua franca is a shared resource for the sake of satisfying communication between interlocutors.

In the second phase of ELF, Jenkins (2015) reported an attempt to reconceptualize ELF while considering the variability of ELF speakers’ forms and the concept of communities of practice (WENGER, 1998). Despite the regularities found in empirical data, Seidlhofer (2009) noticed that there was a natural fluidity in communication when ELF users were negotiating meaning. In this way, Jenkins (2015, p. 55) emphasized that the negotiation of meanings among multi-faced multilingual repertoires<sup>160</sup> involves interpersonal interactions, hence ELF cannot be

---

<sup>160</sup> I believe that in ELF perspective, languages are fluid, dynamic and adaptative. In this way, ELF users explore all resources available to construct meaning on their communicative, interactive contact situations, under influence of their cultural, historical and multilingual identities to represent their “multi-faced linguistic repertoires”. The linguistic repertoire has multiple faces in the sense that it is a contingent space of construction taking into account the speakers’ background, experiences, creativity in contact situations. I understand the concept of repertoire as shown by Blommaert and Backus

restricted to the notion of language variety, because English communication transcended purely linguistically defined borders. In this phase, ELF is defined, following Seidlhofer's functional idea, as "[...] any use of English among speakers of different first languages for whom English is the communication medium of choice, and often the only option" (SEIDLHOFER, 2011, p. 7). In this phase, Jenkins (2015) realized that ELF transcends boundaries; in this sense, the uses of the language can be hybrid, plural, with the possibility of having the influence of other languages when they are communicating. In her view, the idea of variety would be irrelevant, if we understand that ELF users are not tied with users' speech community places, but rather, they are engaged in mutual interactions that transcend linguistic and physical boundaries.

In the third phase of ELF, Jenkins (2015) suggested a reconceptualization of ELF in order to consider the multilingual nature of ELF communication, mobility and translingualism as well. She called this phase as "English as a Multilingua Franca" (JENKINS, 2015, p. 77). She explained that "[...] ELF is a multilingual practice, and research should start from this premise and explore how ELF's multilingualism is enacted in different kinds of interactions" (JENKINS, 2015, p. 63). In this view, English is considered to be a contact language of choice used in multilingual contexts. In order to justify this third reconceptualization of ELF, Jenkins (2015, p. 58-62) presented five main reasons: 1) changing the focus of ELF studies from a monolingual to a multilingual perspective; 2) recent findings of research on multilingualism; 3) ELF approach framed as 'communities of practice'; 4) the decreasing number of native speakers; 5) Jenkins' personal reason. This last reason was related to the criticism that Jenkins (2015) had received in Istanbul: that ELF research lived in a bubble, so she would like to show that there were possibilities of evolution in ELF studies.

Sensitive to this kind of criticism, ELF studies (especially in Brazil – DUBOC, 2019) have taken other directions. Scholars such as DINIZ DE FIGUEIREDO (2018), DUBOC (2019), JORDÃO (2014), JORDÃO and MARQUES (2018), SIQUEIRA (2018) have been researching ELF in so-called monolingual settings and refreshing it with decolonial and translingual perspectives. Jordão and Marques (2018) discuss

---

(2013, p.29) when they pointed out that "[...] repertoires are the real 'language' we have and can deploy in social life: biographically assembled patchworks of functionally distributed communicative resources".

the uses of ELF in local contexts and they defend the decolonization of ELF in teaching-learning in Brazil. On the other hand, Duboc (2018a, 2019) critically discusses the construct of nativeness in ELF studies and its connections to teacher education in contemporaneity.

Diniz de Figueiredo (2018, p. 39) explains that the recent phases of ELF, especially the third one, “[...] has become more similar than different from other notions that have been put forth in opposition to it, especially Canagarajah’s *lingua franca English* (CANAGARAJAH, 2013a), and Pennycook’s *Translingua Franca English* (PENNYCOOK, 2010d), which focus on *lingua franca* interactions as a form of practice”. I would say that when Jenkins problematized the third phase of ELF, she was interested in conceiving ELF as a translingual practice with non-defined boundaries and the interaction among multilingual interlocutors who share “repertoires in flux” (JENKINS, 2015, p. 76), that is, ELF users have their own repertoires and they share multilingual resources to communicate. She was interested in multilingualism, and how people usually adjust their speaking for the benefit of communication with their interlocutors.

In the contemporary world, communication and meaning-making can be conceived in different ways by interlocutors, allowing interactions between people from multilingual contexts. In agreement with Jordão and Marques (2018, p. 55) in ELF interactions, I believe that “[...] both native and non-native speakers find themselves in position of meaning negotiation”. In this perspective, English language teaching can be conceived with a focus on students and professors’ local practices; therefore, “[c]onceptualized as a specific context of language use, ELF means English used as a *lingua franca*, among multilingual speakers in contextualized practices” (JORDÃO; MARQUES, 2018, p. 55).

#### 4.5 IN FAVOR OF A MORE COMPREHENSIVE CONCEPTION OF LANGUAGE: TRANSLINGUAL PRACTICES

As I have discussed in previous chapters, the quick changes in postmodern era, influenced by globalization and technological possibilities, have changed the way people interact and act in society. English has been more and more often used as a contact language between communities. From this perspective, language cannot be conceived as monolithic and homogeneous, since it has been used by so many

different peoples in diverse circumstances. To deal with such variety of multilingual contexts, cultural diversity, multiple literacies and the presence of varied semiotic resources and repertoires, a new perspective on language needs to be conceptualized.

Translanguaging is one of the recent views on language that has attracted a great deal of attention in the contemporary scene. Different perspectives around the concept of translanguaging have been discussed by researchers such as Canagarajah (2011, 2013a), García and Wei (2014), Pennycook (2017b), García and Kano (2014), Otheguy, García and Reid (2015).

Regarding the emergence of the term, García and Kano (2014, p. 260) note that “[t]he term translanguaging comes from the Welsh (*trawsieithu*) coined by Gen Williams (1994)”, and they also emphasize that this term has been associated with the idea of flexible language practices.

Otheguy, García and Reid (2015) provide a brief historical context of the idea of translanguaging in order to clarify the concept. They explain that it was created to “[...] describe the linguistic practices of speakers labeled as bilingual or multilingual, and to describe as well the many ways that those practices are leveraged for a variety of purposes” (OTHEGUY et al, 2015, p. 282). Ever since, different perspectives of the construct have been proposed by researchers from different places. Otheguy et al (2015) note that an understanding of translanguaging involves the comprehension of languages as a social construct, rather than a linguistic object. These authors define translanguaging as “[...] the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (OTHEGUY et al, 2015, p. 281).

If, in modernity, the Cartesian scientism logic dominated linguistics, as can be seen with the prevalence of dichotomies such as right vs. wrong, literate vs. non-literate, native vs. non-native, etc., in postmodernity other possibilities were brought into consideration, e.g., time, space, communication, subjects and the very notion of language, have changed drastically ever since. Therefore, I believe that we need to be open to revising our old assumptions and experiment new forms of teaching-learning, in order to seek a new communication logic that “[...] breaks down the artificial dichotomies between the macro and the micro, the societal and the individual, and the social and the psycho in studies of bilingualism and

multilingualism” (WEI, 2011, p. 1234). These new relational perspectives cause a rupture with previous conceptions, since “[...] the great epistemological discontinuities that mark the characteristics of the classical age and modern age constitute an epistemic break from the past” (FOUCAULT, apud KUMARAVADIVELU, 2012, p. 14).

In line with the idea of understanding translanguaging beyond predefined views of language, García and Wei (2014, p. 2) define translanguaging as

[...] an approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages.

For these authors, the prefix trans- gives an idea of transgressing categorial features, linked to traditional view of language. In this way, they understand practices that go “beyond socially constructed language and educational systems, structures and practices to engage diverse students’ multiple meaning-making systems and subjectivities” (GARCÍA; WEI, 2014, p. 3). They also point out the prefix trans- related to transformation, linked to critical pedagogy, social justice and also with transdisciplinary consequences of language, linked with social, and educational practices. The authors also understand translanguaging as “[...] a transformative pedagogy capable of calling forth bilingual subjectivities and sustaining bilingual performances that go beyond one or the other binary logic of two autonomous languages” (GARCÍA; WEI, 2014, p. 92-93).

In this direction, the translingual perspective corroborates Blommaert's (2010) idea that language has changed in the era of globalization, and communities have become complex and connected in unpredictable ways. People can communicate through varied semiotic resources, enabling the re-creation of the language that is in contact with other interlocutors. This other communicational view gives us a broad conception of language which goes beyond the concept of language as monolithic and fixed. That is, just as changes of the globalized world influence how we express ourselves and relate to one another, so our language practices also change. Taking this into account, we are facing the

[...] challenge of breaking away from the traditional view of stability and immobility related to the language construct as an independent system, in favor of the recognition of languages as 'semiotic mobile resources', which are combined with others (sound, movement, image, etc.) for the

construction of meanings in contemporary communication<sup>161</sup> (BLOMMAERT, 2010, apud ROCHA; MACIEL, 2015, p.423).

From a complementary perspective, Canagarajah (2013a, p.8) coined the term “translingual practice”. In his view,

[...] the term translingual conceives of language relationships in more dynamic terms. The semiotic resources in one's repertoire or in society interact more closely, become part of an integrated resource, and enhance each other. The languages mesh in transformative ways, generating new meanings and grammars.

Canagarajah (2013a, p. 37) argues that the notion of translinguaging is not new. He explains that these “translingual practices” happened in other historical periods. The author proposed translingual practices as an umbrella term to consider the dynamic language practices in multilingual contexts. In this view, the language is fluid and adaptable to the context, and skillful users ingeniously negotiate the role of the English language in its cultural conjuncture. In Canagarajah's words, “[t]ranslinguals treat language norms as open to negotiation. They don't come with rigid and predefined norms for their own languages or for those of others. They are open to reconstructing meanings and values in context, in collaboration with their interlocutors” (CANAGARAJAH, 2013a, p. 181). In another article, Canagarajah (2013b) explains that different researchers will understand translingual practice as related to its application in their respective field. I understand that in the field of new literacy studies, for example, translingual practice is associated with the idea of multiliteracies (COPE; KALANTZIS, 2000). Instead of restrictive perspectives, such as the notion of monolithic, normalized and colonizing language, the possibility of thinking of language in the translingual orientation “[...] moves literacy beyond products to the processes and practices of cross-language relations. This orientation can focus on the construction, reception, and circulation of mobile texts, including those code-meshed” (CANAGARAJAH, 2013b, p. 40-41).

García and Wei (2014, p.21-22) criticize Canagarajah's view of translingual practice on the grounds that his notion of multicompetence would refer only to speakers of distinct, separate languages, each of them seen as “[...] a *reducible set*

---

<sup>161</sup> Original quote: “[...] desafio de rompermos com a visão tradicional de estabilidade e imobilidade relacionada ao construto de língua como sistema independente, em favor do reconhecimento das línguas como ‘recursos semióticos móveis’, que se aliam a outros (som, movimento, imagem, etc,) para a construção de sentidos na comunicação contemporânea”.



*of abstract structures or a mental entity*". However, for Canagarajah (2013a), there is no such thing as "pure languages"; according to Walesko (2019, p.83), in an extension course at UFPR, Canagarajah did make it clear that we cannot claim the existence of native speakers of any language, and thus we are all translingual speakers with diverse linguistic repertoires. I agree with Canagarajah's view when he defends that, there are no pure monolingual perspectives. Languages have been mixed since old times, so all of us can be considered to be translingual speakers.

García and Lin (2016) discuss the challenges that translingual practices bring to bilinguals. In the authors' view "[...] there are two competing theories of translanguaging, one which upholds national languages and calls for a softening of those boundaries in bilingual education and a second "strong" version which posits a single linguistic repertoire for bilingual speakers".

On the other hand, Pennycook (2017b, p. 2) proposes to expand the concept of translanguaging "[...] not only to the borders between languages but also to the borders between semiotic modes". According to the author, the contemporary world has mingled linguistic resources, practices and social spaces. Pennycook (2017b) understands translanguaging as connected with the idea of spatial repertoires and semiotic assemblages. He refers to Deleuze and Guattari (1987) to establish the notion of assemblage. For Pennycook, "[a]ssemblages describe the way things are brought together and function in new ways, and provide a way of thinking about how agency, cognition and language can all be understood as distributed beyond any supposed human centre" (PENNYCOOK, 2017b, p. 10). The notion of translanguaging discussed by the author involves people's trajectories, semiotic resources and objects in a certain time and space.

I am aware that there are different perspectives of the translingual orientation, as discusses above, but I believe that these positions could be interchangeable.

I would like to highlight that in the context in which undergraduate students and teacher educators are inserted at university, English could be understood in a *lingua franca* perspective, which characterizes the functions of the language, its uses and "[...] meanings being generated through social activity" (CANAGARAJAH, 2013a, p.27).

I believe that translingual perspective is connected to the idea that we are living in an era of constant change, which interferes in the way we communicate and

interact with other interlocutors, using hybrid languages as social practices, and negotiating meanings through all the available resources we are connected with in our contexts. I think the discussion of translingual practices, multiliteracies and ELF can have a significant impact on teacher education, since students and teacher educators can rethink their practices in the contemporary world. All the discussions held in this work concerning the concepts of language, multiliteracies, ELF and translingual practices were meaningful for the analysis of my data. I will report the data analysis in detail in the next section.

## 5 DISCUSSING TEACHER EDUCATORS AND UNDERGRADUATE STUDENTS' PERCEPTIONS

In this chapter, I will discuss the thematic units and categories that I observed in the research participants answers to the questionnaires and interviews. First, with the whole empirical data generated, during a research phase that has been called “floating reading” (BARDIN, 1977), I joined the participants’ responses into thematic units according to my informed understanding of what they were saying:

- 1) Multiliteracies;
- 2) Proficiency;
- 3) ELF;
- 4) Translanguaging

Such units were created on the basis of what seemed to be the central aspects of what participants were saying. Thus, multimodality issues are discussed under the first thematic unit, *multiliteracies*, since participants referred to both multimodality and multiliteracies as teaching-learning resources rather than pedagogies or concepts of language. The participants showed to be interested in using different resources in English teaching; *proficiency* refers to issues of linguistic knowledge, particularly in terms of the perceived requirements of the professional field (the knowledge of English required to be a good teacher of this language), participants’ perceptions of native speakerism; *ELF* as a thematic unit here encompasses participants comments on the nature of the English they learn-teach, their expectations towards their students’ knowledge of the language, the relations established by in-service and pre-service teachers between their concept of English in theory and in practice, within and outside the classroom and the participants’ perceptions of communicative strategies in misunderstandings; the last unit, *translanguaging*, refers to issues of construction of participants’ repertoires, cross-linguistic influence, and the discussion of how participants conceptualize errors.

Then, I associated the questionnaire and interview questions according to the thematic unit they were mostly linked to, and I arranged them in tables for better visualization, as shown below.

TABLE 5 – EXEMPLIFICATION OF HOW DATA WERE ORGANIZED IN THEMATIC UNITS TO BE ANALYSED BY CONTENT ANALYSIS

CONTENT ANALYSIS			
	Thematic unit	Sources	Questions
UNDERGRADUATE STUDENTS	Multiliteracies	Interview	QUESTION 1....
			QUESTION 2....
			QUESTION 3....
		Questionnaire	QUESTION 4....
			QUESTION 5....
			QUESTION 6...

SOURCE: Designed by the author.

In the next step, I created specific categories for the data generated through questionnaires and interviews. The names of the categories were chosen in the hope of selecting nouns that could more readily encompass the main issue raised by the participants in each category: the names, therefore, are not to be taken for their face value, but interpreted according to the specific situation they are used in this research. Each specific use of the names, then, will be explained as we approach each category.

Then, in the introduction of each section, I will present a theoretical introduction to the theme, the table of grouped questions (from the questionnaires and interviews) and the discussion of the categories pertinent to each thematic unit. As I have already mentioned in section 2.4.2, I will use the acronym INT. for INTERVIEW in excerpts quoted by the research participants to indicate verbal information recorded in audio and transcribed, and the acronym QUEST. for QUESTIONNAIRE in excerpts spoken by the research participants in questionnaires.

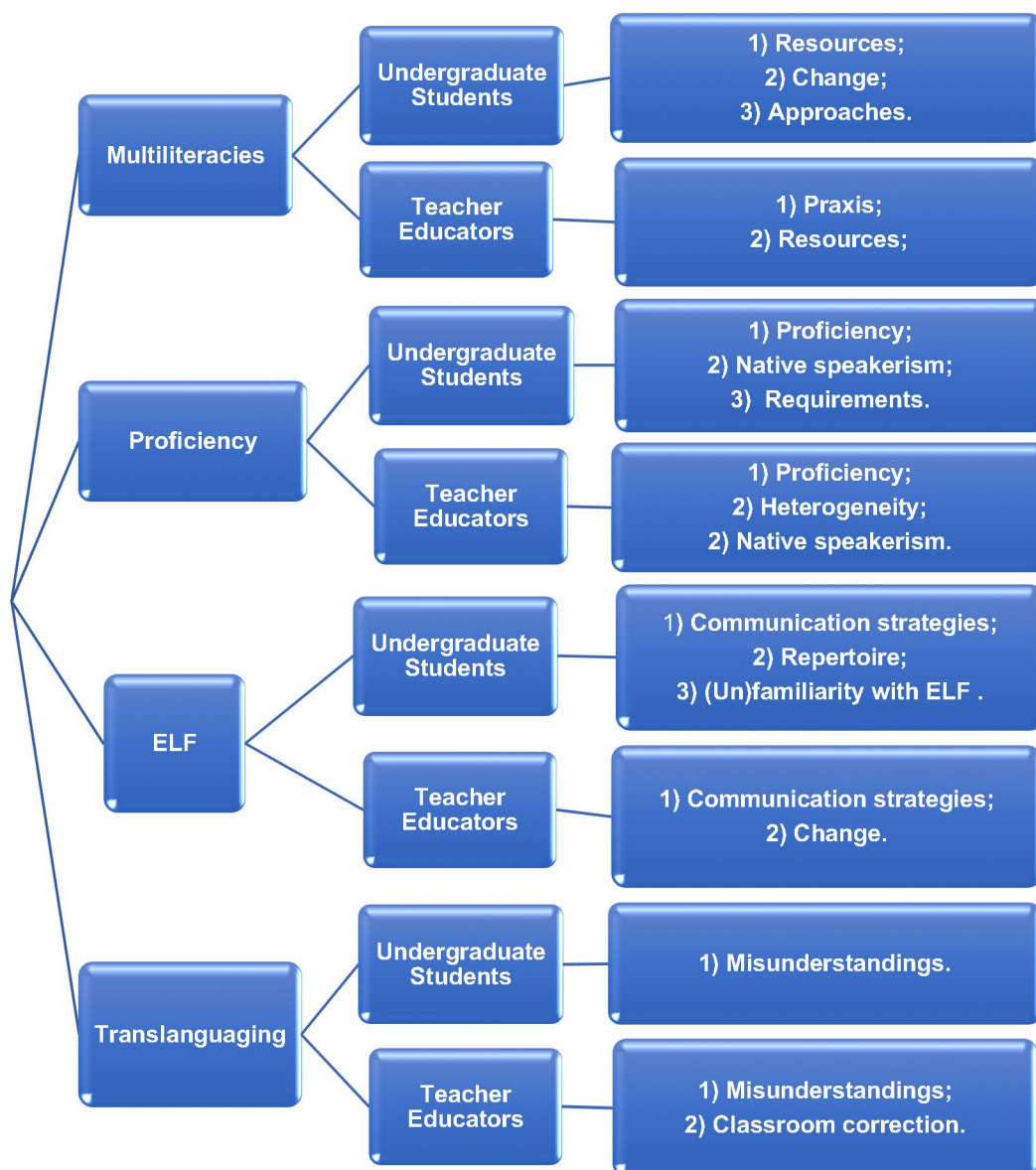
In the discussion, I will explore some theoretical work as well, including some ideas not explored in the previous chapter, as I am looking for more readability to the research report I am constructing here: bringing new information alongside the data analysis can be a way to integrate practice and theory in research reports and make their reading less repetitive and, thus, more interesting. In addition, it can be a way to indicate that knowledge is always open, but never complete.

I will treat the answers from undergraduates and teacher educators in separate categories but foreground points of convergence and divergence between the two groups of participants. Since the categories emerged from the data, they turned out to be different for each group within the same thematic unit, as expected,

because professors and undergraduates sometimes had different concerns about the teaching-learning of English.

It should be noted that the thematic units and analytical categories were created using the data generated with the participants and subjected to various rounds of interpretation. Needless to say, they were constantly created and recreated, and finally refined to the ones I now present and discuss, which are still open to other readings and to the creation of new themes and categories according to whom interprets them, where and why. My interpretative analysis will treat the data of the students and the teacher educators separately in each thematic unit, as they raised different concerns about each category, as will be seen below. In the following organization diagram, I summarize the thematic units and categories of analysis.

FIGURE 3 – DATA ANALYSIS DIAGRAM: THEMATIC UNITS AND CATEGORIES ORGANIZATION



SOURCE: Designed by the author.

## 5.1 MULTILITERACIES

Literacy studies have been an increasingly important issue among Brazilian scholars in the last years (DUBOC, 2018b). Using social and new literacies perspectives (COPE and KALANTZIS, 2000; LANKSHEAR and KNOBEL, 2017) – to understand how scholars situate their practices within the university setting concerning pedagogical, didactic and social contexts - can be fruitful to improve the practices and the curriculum in higher education.

In response to the emergence of the linguistic and cultural diversity of the globalized world and the contact with texts that go beyond the printed text, including resources derived from ICTs, a broader view of literacy named as the “Pedagogy of Multiliteracies” (NEW LONDON GROUP, 1996) has emerged. As discussed in chapter 3, this theoretical-practical perspective addressed the plurality of discourses, languages and technologies of the postmodern world, because technological and scientific development has brought another rationality for communication and education, influencing how people communicate and deal with technological resources in society.

Learning how to deal with the multiplicity of semiotic resources available is part of contemporary social life. Developing communication through resources from the Internet, for example, allows the shortening of borders in real-time interactions with different social communities. However, the use of technological resources happens more outside the school settings than inside, so I argued that the discussion and appropriation of technological resources in higher education can bring benefits to professors and students.

Brazilian authors such as Paiva (2013) and Salomão (2012) discussed the importance of using technological resources in the contemporary world and in teacher education for the appropriation of technology in the school environment. The referred authors discussed not only the need for including technology in the educational context, but also the need of knowledge and development of skills for integration of technological resources into teachers’ practices.

This work is focused on the idea that teaching education can be reconceptualized to enable a critical discussion about the social, cultural and technological changes happening in the world, because the “[...] understanding of preservice teachers’ knowledge of new literacies, their perceptions of preparation to teach, and attitudes to teaching multiliteracies is an important contribution to literacy teacher education” (AJAYI, 2011, p.27) .

The undergraduate students answered seven questions about *multiliteracies*: three of them in the interview and four questions in the questionnaire, as shown in Table 6.

TABLE 6 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – MULTILITERACIES – UNDERGRADUATE STUDENTS

CONTENT ANALYSIS			
	Thematic unit	Sources	Questions
UNDERGRADUATE STUDENTS	Multiliteracies	Interview	10. In contemporary world there is a complex flow of communication and information and the meanings are constructed in different modalities (linguistic, visual, spatial, gestural, aural). How do you deal with it in your English classes (At the university and in your lesson plans as a teacher)?
			11. How can the quick changes in the contemporary world (communicability, spread and transience of information, globalization) influence your teacher education? What about your students' learning?
			3. During class preparation, when you use didactic-pedagogical material, what kind of material do you seek? What do you expect to find in good material?
		Questionnaire	7. What educational and pedagogical resources do you find to be important for teaching English?
			10. Mark the options below. To what extent did you have these resources in your classes at the university in the English Language and Literature major.
			8. What was English language teaching like at the university? Comment on teaching practice, textbook, classroom activities, teaching strategies, didactic-pedagogical materials.
			5. In what daily life situations do you use the English language?

SOURCE: Designed by the author.

The categories that arose from the “multiliteracies” thematic unit, for the undergraduate students were: 1) **resources**, where I will focus on the need, as pointed out by most students, of bringing different modalities to their classroom both at university and when teaching their own classes; 2) **change**, focusing on the presence or absence of willingness to update their teaching methods and take refreshment courses on a regular basis; 3) **approaches**, or the referred struggle between traditional and new ways of teaching-learning. I will comment on each of these categories in the subsections below.

#### 5.1.1 Undergraduate students

##### 5.1.1.1 Resources

In the first category – in the thematic unit **multiliteracies** – undergraduate students acknowledged that because of changes in the contemporary world, it was important to construct meaning in different modalities (linguistic, visual, spatial,



gestural, aural) and use multimodal tools in English teaching-learning, especially among young learners. However, they also stressed that this possibility will be feasible if institutional environments provide the necessary resources for this applicability. The following excerpts showed some representative answers.

[...] The students, especially the younger ones, are extremely visual, if we do not show things, they do not understand (...) I think it's very important that we do not get stuck just to language skills (ACAD.1, INT. 2018).

[...] I really like to work with images, before working with written texts. I explore them a lot, and I also bring some video, music to class, I think it is cool (ACAD.4, INT. 2018).

[...] In fact, I use a lot of resources, for example, I loved the *Kahoot*<sup>162</sup>, I enjoyed using it and so did my students<sup>163</sup> (LICEN. 3, INT. 2018).

As we can infer from their comments, these students were all already teaching English. Acad 1 and Acad 4 stressed the importance of using visual means to construct meaning. In this regard, Yamada-Rice (2011, p.32) posits that recent research has been done on new literacies, and the importance of using visual mode for meaning construction has been highlighted. In her point of view “[...] it is possible to consider that the increased presence of the visual mode in the environment may well impact on young children’s early acquisition and understanding of the codes and conventions of the visual mode” (YAMADA-RICE, 2011, p. 42). In addition, all modalities work together in communication, hence many semiotic modes – visual, written, oral, aural – can be linked to language learning. Licen. 3 highlighted the importance of using means other than the textbook, when mentioning that quiz-like applications such as *Kahoot* can help students learn English in a playful manner.

Another important point stressed by most undergraduate students was that the use of different modalities depend on the availability of technological resources. In the excerpts below, the students stressed that they tried to use the resources that were available in their contexts.

---

<sup>162</sup> *Kahoot* is a free online quiz platform from Norway that helps students to practice English in a ludic way. It is like a game with multiple-choice answer quizzes and the app is available to download on smartphones. Available at <<https://www.common sense.org/education/website/kahoot>> Access in April 2019.

<sup>163</sup> Original quote: Acad 1 – “[...] Os alunos, principalmente os mais novos, são extremamente visuais, se a gente não mostra, eles não entendem. (...) Eu acho que é bem importante que a gente não fique preso só na habilidade linguística”. Acad 4 – “[...] Eu gosto de trabalhar bastante com imagens, antes de trabalhar com textos escritos. Eu exploro bastante as imagens, eu também trago algum vídeo, música, acho que é bem bacana também”. Licen 3 – “[...] Na verdade eu uso bastante recursos, por exemplo, eu amei o *Kahoot*, estou usando direto, e os alunos amam também”.

[...] In my classes [acting as a teacher], I try to take these issues into account and bring as much as I can from the resources that I have. It also happened at the university [in their classes as student]. I would say that probably in 60, 70% of the course professors sought to show and construct meanings in different modalities<sup>164</sup> (ACAD. 3, INT. 2018).

[...] There are many technological resources at school that I use as a teacher, we have an interactive board, so we always have the internet available for use<sup>165</sup> (LICEN. 5, INT. 2018).

Although students emphasized that technology helps language teaching, it should be noted that only the physical presence of the equipment in school environments, such as in computer labs, does not ensure change in teaching-learning practices. I believe that it is important to problematize the purpose of technology and technological literacy and as well as their applicability in educational settings. In line with this idea, Brugnara and Laier (2014, p. 266) defend that “[...] the availability of technology in school does not guarantee its pedagogical use, sometimes its use is just instrumental, that is, the resources change, can be updated, but the practices are outdated”<sup>166</sup>. I would say that the access to technological resources allows us to communicate and construct meanings in multiple ways, embracing diverse semiotic resources, including the digital ones. Snyder (2000, p.104-105) notes that it is important to understand “[...] how contemporary economic, social, technological, administrative, organizational and political changes are impacting on the social practices of literacy, technology and learning – changing them and the relationships among them” (SNYDER, 2000, p. 104-105). These changes influence our ways of interacting, learning and producing meanings in our social practices. As Lankshear and Knobel (2017, p.6) advocate, “[...] literacies are socially recognized ways in which people generate, communicate, and negotiate meanings, as participants (with roles and identities) in larger social practices”.

Most of the undergraduate students recognized the need of bringing different modalities into language teaching and that multimodal materials were brought to the

---

<sup>164</sup> Original quote: Acad 3 - “[...] Nas minhas aulas eu tento levar em conta essas questões, e trazer o máximo que eu posso a partir dos recursos que eu tenho. Na universidade eu acho que isso também aconteceu. Eu diria que provavelmente em 60, 70% do curso, os professores tiveram o cuidado de mostrar e construir significados em diferentes modalidades”.

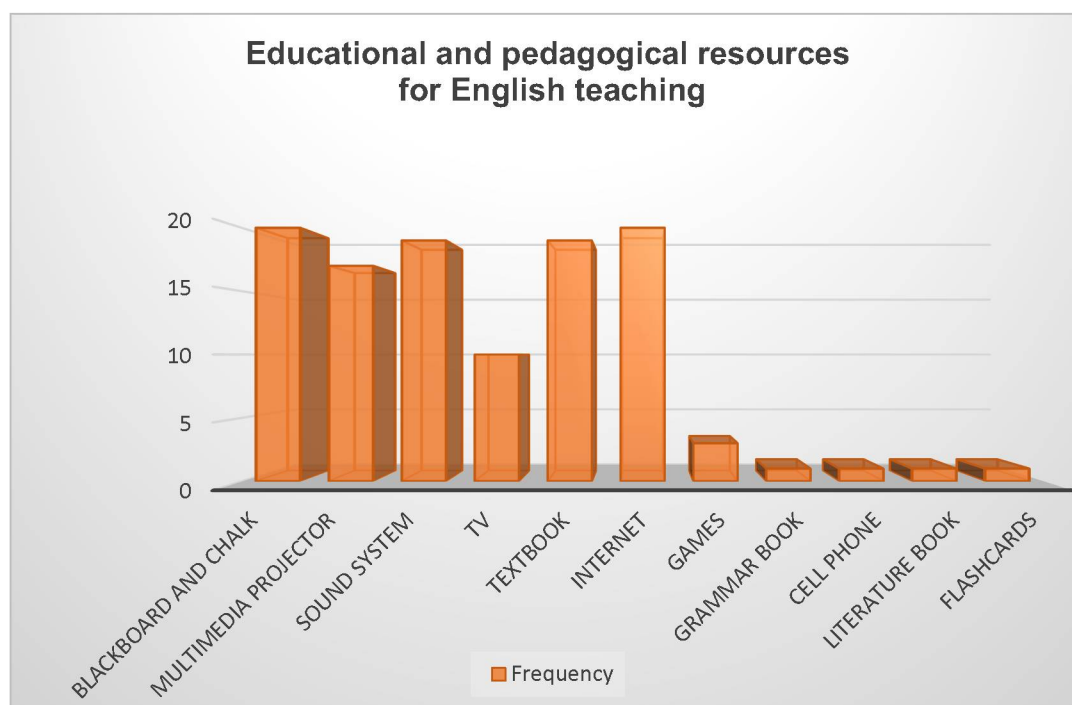
<sup>165</sup> Original quote: Licen 5 – “[...] Como a escola que eu trabalho tem bastante materiais tecnológicos, e a gente tem um quadro interativo, então a gente sempre tem o uso da internet ali pronta para o uso”.

<sup>166</sup> Original quote: “[...] a disponibilidade da tecnologia na escola não garante o seu uso pedagógico, muitas vezes o seu uso é apenas instrumental, ou seja, os recursos mudam se modernizam, mas as práticas são ultrapassadas”.

language major, but they were also aware that the preparation of these materials demanded both time and resources. That is to say, despite the awareness that multimodal tools are beneficial to learning, students also recognized that it is much easier to choose ready-to-use materials, such as the textbook, because other resources require the teacher's time and readiness to prepare them.

While some of my participants were conscious of the need of bringing different modalities (linguistic, visual, spatial, gestural, sonorous) to the construction of meanings in English language teaching, they also considered *chalk*, *blackboard* and *textbook* (*printed source*) – as shown in the Graph 1 – as important resources for English teaching. The graph below shows which educational and didactic resources they signaled as important for English teaching.

GRAPH 1 – EDUCATIONAL AND PEDAGOGICAL RESOURCES THAT ARE IMPORTANT FOR ENGLISH TEACHING – UNDERGRADUATE STUDENTS' OPINIONS.



SOURCE: Designed by the author.

The graph shows that when the students were asked about the educational and didactic resources that were important for English teaching, twenty of them considered blackboard, chalk and Internet meaningful for English teaching, followed by two other resources – textbook and the sound system – which were chosen by nineteen of them. Interestingly, such resources are the most common and readily

available in schools throughout Brazil. It seems that most of the students showed that they still use traditional approaches to teaching by using more common resources, such as blackboard and textbook, instead of digital resources. This might be an indication of different possibilities: the scarcity of the latter resources; teachers are unfamiliar with them; the students are reluctant to consider the use of mobile phones, for example, as legitimate learning spaces. Maybe resources such as games and cell phones were not cited expressively, because their use may not have been stimulated in the classroom. It might also indicate that because of the desire (and illusion) of controlling the teaching-learning process through the use of the same textbook by different teachers and students, teachers do not feel confident to bring different resources to their classes, employing ready-to-use tools mostly. Also, they may have difficulty in accessing other resources, planning classes from scratch, finding the time to look for something different. Considering such ready-made resources, which are the most important to the teaching-learning process, thus brings them a more comfortable feeling of adequacy and best practices than if they openly realize the lack of resources needed to offer students a more productive kind of learning.

On the other hand, they recognized that the Internet and multimedia projectors can be used in some classes; however, as I have already argued, pedagogical practices cannot be changed just by including digital media in the classrooms. The mere presence of technology does not imply a change in practices (STRONG-WILSON; ROUSE, 2013). In my point of view, the use of technology in itself, without reflection, does not bring effective change. Professional development is still required, with training for use of equipment and exploration of the possibilities of different technological tools for teaching-learning purposes. It means that teachers' practices must be re-signified as well, since the purpose and aims of language education cannot remain as they were centuries ago. In this regard, I think it is important to reflect on the social and political function of English language in contemporaneity, moving from the monolingual orientation, the instrumental use of the language, to more hybrid, fluid uses of the language (DUBOC, 2019). In this perspective, we could think of English teaching-learning in the ELF perspective, which can be understood as "[...] a language that materializes itself in hybrid uses, marked by fluidity, open to the invention of new ways of saying, driven by pluri /

multilingual speakers and their multicultural characteristics”<sup>167</sup> (BRASIL, 2017, p. 240). We need to discuss what specific resources can do to help us achieve the purpose of education as we see it, especially in English teaching-learning. We need to discuss why the choice of some resources or methodologies could be beneficial to certain practices instead of others. Teacher education and use of technology need to serve as a possibility of working on the “epistemology of practice”<sup>168</sup> (SCHÖN, 2000) so that we can check if this possibility brings long-term benefits for collaboration between students and teacher educators.

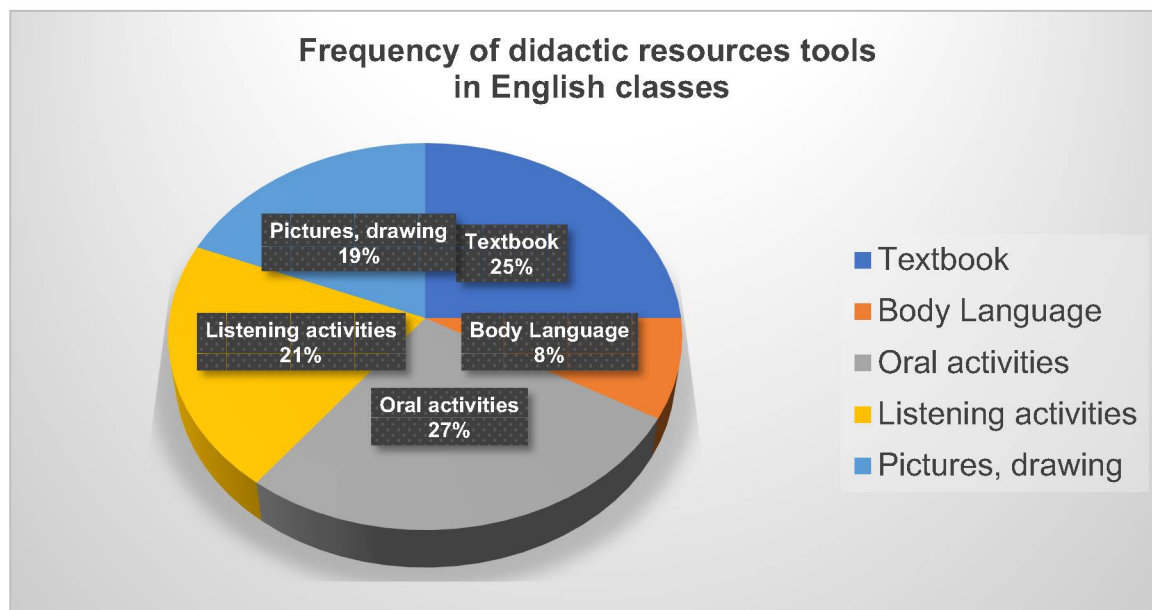
When students answered which didactic resources they were involved with, as learners in their major, they chose one of the four items of the scale (very often – sometimes – rarely – never) to describe to how often they made use of the textbook, body language, pictures/drawing, speaking and listening in their classes in the language major. I chose these alternatives (textbook, body language, speaking, listening, pictures and drawing) to understand which “different modes of meanings – linguistic, audio, spatial, visual, gestural” (NEW LONDON GROUP, 1996, p. 83) students were involved in English teaching-learning. I would like to make it clear that I mentioned the textbook as a didactic resource in this part, as it was used as reference to understand which approaches were experienced and privileged by students in their practices. The results as shown in Graph 2.

---

<sup>167</sup> Original quote: “[...] uma língua que se materializa em usos híbridos, marcada pela fluidez e que se abre para a invenção de novas formas de dizer, impulsionada por falantes pluri/multilíngues e suas características multiculturais”.

<sup>168</sup> Original quote: “epistemologia da prática”.

GRAPH 2 – FREQUENCY OF DIDACTIC RESOURCES IN ENGLISH CLASSES – UNDERGRADUATE STUDENTS' OPINIONS.



SOURCE: Designed by the author.

The fact that 27% of students mentioned oral activities and 25% mentioned using the textbook in class indicated that orality, aural and printed forms of literacy played an important role for the English courses, while visual activities and body language were still incipient sources in the major, according to students' answers.

It seems that the textbook plays a functional role in students' perceptions, which can be inferred from the fact that it is constantly used in the classes of the major, in the classes that I observed, and in the classes taught by the undergraduates in their supervised practicum.

In addition to the advantages of availability and convenience, there is also a colonial appeal behind the use of textbook in school settings. That is to say, "[t]he structures of school systems, textbook and curriculum content, assessment systems, and pedagogical practices were all created in colonial systems in the image of the colonial powers" (WATSON, 1994, apud WICKENS and SANDLIN, 2007, p. 279). Curriculum organization depends on public policies and the government's interest in establishing educational programs, but the implementation of the policies they create must be evaluated critically in order not to perpetuate "[...] neo-liberal hegemonic

practices as measures to ‘guarantee’ the standardization of knowledge”<sup>169</sup> (MACIEL, 2011, p. 254). The way the university is organized, the teachers and students’ roles at the university and the fragmented structure of courses still follow the mechanism inherited by the Eurocentric colonial culture. As inheritors of Portuguese colonization, Brazilians inherited not only the language, but also the epistemic, social and cultural burden of this process. According to Lander’s pessimistic view (2000, p. 53), “[w]e are hopelessly imprisoned within conceptual cages in which there is no tension, fissure or possible escape”. The referred author argues that “[...] disciplinary structures tend to accentuate the naturalization and scientific view of the world and the liberal/western world organization, operating as effective instruments of intellectual colonialism” (LANDER, 2000, p. 70). However, I believe teachers can act from a decolonial perspective, challenging standardized structures and experiencing different forms of texts in their classrooms that could stimulate meaning-making through a variety of semiotic resources.

As to the establishment of EFL in Brazil, it is known that as a result of globalization, technological advances and the use of the internet, communicative relations have been facilitated, hence ELF has become associated with cultural and scientific progress in addition to economic development. However, we should be aware of who the design of the EL curriculum is aimed at; in other words, what the main goals of English education would be in school curricula. In this sense, I agree with Duboc (2011, p. 731), who questions,

[...] how to think of a foreign language teaching curriculum that could embrace this expanded notion of language, respond to global demands and still preserve its curricular constitution without falling into the trap of homogenization and standardization of content commonly seen in curricular proposals?<sup>170</sup>

In fact, one should observe what subliminal structures permeate the curriculum organization and what kind of interests lie behind that deployment.

English was established as a foreign language in Brazilian education in a process following economic, political and social interests. Maciel (2011, p. 256)

---

<sup>169</sup> Original quote: “[...] práticas hegemônicas neoliberais como medidas de “garantir” a padronização do conhecimento”.

<sup>170</sup> Original quote: “[...] como, então, pensar um currículo de ensino de línguas estrangeiras que pudesse abarcar essa noção ampliada de língua, responder às demandas globais e ainda preservar sua constituição curricular sem cair na armadilha da homogeneização e padronização de conteúdos comumente vistos em propostas curriculares?”.

advertises that “[...] language schools and textbook market have favored specific English standards of the prestige-speaking countries”. In his point of view, which I certainly second, behind the word ‘standard’ there are ideological and asymmetrical relations. In this way, regarding teacher education, it is fundamental to reflect how EL has been instituted in teacher education processes, the homogenizing, structural and cultural nature of this language as it is generally apprehended in Brazil, because “[...] in order to shed light on the relationship between ELT and imperialism it is important to identify the structures which are upheld by linguicism<sup>171</sup> as well as linguistic ideologies” (PHILLIPSON, 1992, p.55). In this sense, starting from the global to the local, teachers can make use of their context to observe how EL operates in their surroundings, so that this language makes sense in their students’ lives, because as Gimenez et al (2018, p. 6) affirms, the “[...] English curriculum relies on the teacher educator’s attitude *between the cracks*<sup>172</sup> (DUBOC, 2013; 2015) in a way that student teachers can critically question the mainstream”. English can therefore be a space of resisting the colonizing nature that this language seems to have in Brazilian society. Such resistance can be manifested through the frequent problematization (1) of the colonial roots of monolingualism, (2) of making English the only compulsory language together with Portuguese in the national territory, (3) of the reduction of language learning to the acquisition of the made-up standard grammar, (4) of the role of the English language in the formative, educational process of developing critical citizens, to name just a few areas where resistance seems possible in English teaching.

#### 5.1.1.2 Change

The second category in this thematic unit was **change** –, coming from the students’ recognition that English teachers, perhaps like every other teacher, I would say, need to be constantly updating their ways of teaching, although they admitted that most of their teacher educators still focused their teaching on textbook use and had a four-skill approach<sup>173</sup>. It seems that undergraduate students had this desire to have a more varied practice in the classroom, both as students and teachers, but

---

<sup>171</sup> “*Linguicism* involves representation of the dominant language, to which desirable characteristics are attributed, for purposes of inclusion, and the opposite for dominated languages, for purposes of exclusion” (PHILLIPSON, 1992, p. 55).

<sup>172</sup> In Duboc’s point of view, the term ‘between the cracks’ means those fruitful moments in which teachers identify emerging spaces in the classroom to discuss (pre)conceptions, perspectives and values concerning issues like language, culture, knowledge, etc. (DUBOC, 2013).

<sup>173</sup> The four-skill approach is based on listening, speaking, reading and writing.



their words revealed that the textbook and chalk still occupied a considerable space in the students' practices because resources in the public school are scarce.

When students were asked how communicability, spread and transience of information could influence their teacher education process, the need to be updated was once again recognized by most of them:

[...] the teacher needs to be in constant teacher education to be able to take advantage of new information, new methodologies and new approaches as fast as possible for his students<sup>174</sup> (ACAD. 2, INT. 2018).

[...] I think we need to think of what our student is experiencing now, of the moment he is living in his life. So, because technology is very advanced, everything we teach in the classroom needs to be tech-related, otherwise the [students] will find it boring, they will not pay attention<sup>175</sup> (LICEN. 4, INT. 2018).

[...] We need to become experts, keep on studying, because language changes (...) Language is a living thing, and it changes much faster nowadays. (...) Especially as far as regular schools are concerned, we have the stigma that the textbook is the main source of teaching, but this new generation of students does not like the textbook only (...) they are more visual and technology-oriented<sup>176</sup> (LICEN. 1, INT. 2018).

When Acad.2 says that the teacher must be able to bring to the classroom "[...] new methodologies and new approaches as fast as possible for his students" (ACAD. 2, INT. 2018), or when the Licen. 4 emphasizes that "because technology is very advanced, everything we teach in the classroom needs to be tech-related, otherwise the [students] will find it boring, they will not pay attention", I understand that students realize that teachers could be sensitive to students' realities in the contemporary change. In this way, I associate these transcriptions with teacher agency, in the sense that teachers can be engaged in exploring all semiotic resources available (including the digital ones) in their contexts for the sake of students' learning. The participants seemed to be conveying an understanding of teacher education as valuable for teacher agency<sup>177</sup> when referring to the importance of teachers' willingness to update their teaching methods and promote change in their practices.

---

<sup>174</sup> Original quote: Acad 2 – "[...] o professor tem que estar em constante formação, e uma formação muito rápida para que ele tenha condições de levar as novas informações, as novas metodologias e as novas abordagens em um tempo muito rápido para os seus alunos".

<sup>175</sup> Original quote: Licen 4 – "[...] Eu acho que em tudo a gente tem que pensar no que o aluno está vivendo agora, que momento ele realmente está. Então como essa tecnologia está muito avançada, tudo que a gente for ensinar em sala de aula tem que estar relacionado com isso, senão eles vão achar que é chato, não vão prestar atenção".

<sup>176</sup> Original quote: Licen 1 – "[...] a gente deve cada vez mais se especializar, continuar com os estudos, porque a língua muda (...) a língua é viva, e ela se modifica hoje em dia muito mais rápido (...) Principalmente pensando agora em escola regular, a gente tem um estigma muito grande de que o livro didático é a vida, e aluno dessa geração não gosta de livro didático apenas (...) eles são muito mais visuais e tecnológicos".

<sup>177</sup> As discussed in the item 3.1.

As discussed in chapter 3.1, I understand teacher agency in an ecological perspective, which means that instead of thinking of agency exclusively in terms of teachers' capacity to do things, I consider agency also as a latent and emergent possibility, associated with the teachers' engagement in their environment. In this view, "[...] the achievement of agency will always result from the interplay of individual efforts, available resources and contextual and structural 'factors' as they come together in particular and, in a sense, always unique situations" (BIESTA; TEDDER, 2007, p. 137).

I would say that, if students are engaged in social and cultural practices, their attitudes will interfere in their understanding of meaning-making. It is through students' sensitivity in exploring their contexts that they can perform changes in their local practices, as well as develop collaborative work. Jordão (2005, p. 34) defends that agency implies not only social engagement, but also

[...] changes in attitude, adoption of different perspectives, and consequently changes in behaviors; agency in postmodernity implies this kind of change that cannot be measured, nor be controlled: the process is uncertain, the transformation is unpredictable, but the necessity is imperative, almost a compulsion for the postmodern soul<sup>178</sup>.

Thus, agency is related to students' awareness of acting in the world, construct meaning in the world. In this regard, another undergraduate student pointed out that

[...] There is no way we can be restricted to just one way of teaching, and we have to understand that students have very fast access to information, that they have technology at hand. And we also have this resource at hand. If we choose to ignore it and just stick to the way we learned, we will end up losing a connection that can be very interesting between student and teacher<sup>179</sup> (ACAD. 3, INT, 2018).

I think that educators can be sensitive to contemporary changes, because their attitudes will interfere in their contexts. Licen. 4 emphasized that "[...] if the teacher does not adapt and is not connected with these changes, the class becomes a bit

---

<sup>178</sup> Original quote: "[...] em mudanças de atitude, em assumir diferentes perspectivas, e consequentemente em alterar comportamentos; agência na pós-modernidade implica nesse tipo de mudança que não pode ser mensurada, e muito menos controlada: o processo é incerto, a transformação imprevisível, mas sua necessidade imperativa, quase uma compulsão para a alma pós-moderna".

<sup>179</sup> Original quote: Acad. 3 – "[...] não tem mais como ficar restrito a só uma forma de ensinar, e entender que os alunos estão com acesso muito rápido à informação, que eles têm a tecnologia ao lado deles. E a gente também tem esse recurso ao nosso lado. Se a gente optar por excluir e ficar somente na forma como a gente aprendeu, a gente vai acabar perdendo uma conexão que pode ser bem interessante entre aluno e professor".

retrogressive”. I would say that because of the fast changes of the contemporary world, in my experience, teachers feel pressured to increase the use of didactic-pedagogic resources to meet the students’ needs.

### 5.1.1.3 Approaches

When students were reflecting about the complex flow of communication and the construction of meaning in different modalities (linguistic, visual, spatial, gestural, aural), and how these modalities were treated in English classes at university, some of them also found themselves in a struggle between traditional and situated approaches – the third category that was created from data analysis.

[...] I believe that, at university, we have always had a deconstruction of what is commonly put as language teaching. We have always been encouraged to think that texts are not just written, that there are other types of texts, and that they virtually have the same level of importance in communication. So, I think that, at university, we have always been warned about this, we have always been asked to have a critical position about the texts that we have access to. However, nowadays, as a teacher, I believe that I have less freedom to change approaches. When working for a private institution, I have to follow a certain textbook, and at the moment I cannot directly address these political issues, nor focus on everything that we have learned at university, I do not have so much freedom to use what I want nowadays, because I need to sell a product<sup>180</sup> (LICEN. 11, INT. 2018).

[...] Whatever the language, communication is not only linguistic, it is extralinguistic. (...) At university it was usually that most standard approach of the four skills, even the tests were like that, from beginning to end, always like that, but there were professors who asked for different activities, audio, something in the sense that texts were not only written, that we had to extrapolate them extralinguistically<sup>181</sup> (LICEN.17, INT. 2018).

In the first transcription, Licen 11 perceived that, at the university, he was stimulated to use situated approaches in a variety of teaching-learning perspectives, to discuss different kinds of knowledge, while in private institutions, he had to follow more

---

<sup>180</sup> Original quote: Licen 11 – “[...] Eu acredito que na universidade a gente sempre teve uma desconstrução do que é comumente posto como ensino de línguas. A gente sempre foi incitado a pensar que texto não é somente texto escrito, que existem outras variedades de texto assim como se coloca, e que elas são importantes na comunicação e com pesos praticamente iguais. Então eu acho que na universidade a gente sempre foi alertado sobre isso, sempre foi posto em posição crítica em relação aos textos que a gente tem acesso. No entanto, hoje em dia como professor, eu acredito que eu tenho menos liberdade de abordar, a gente quando trabalha para uma instituição particular, precisa seguir uma certa cartilha, e no momento eu não posso colocar diretamente essas questões políticas, nem trabalhar tudo aquilo que a gente aprende na universidade, eu não tenho tanta liberdade para utilizar hoje em dia, porque eu preciso vender um produto”.

<sup>181</sup> Original quote: Licen 17 – “[...] Seja qual for a língua, comunicação não é linguística, é extralinguística. (...) Geralmente na universidade o enfoque foi mais padrão nas quatro habilidades, até as provas eram assim, desde que eu entrei até eu sair, sempre assim, mas tinham professores que pediam atividades diferentes, de áudio, de algo no sentido de textos que não eram só escritos, que tinha que extrapolar extralinguístico”.

traditional ways of teaching, following methodologies prescribed according to the guidance of the school. It is worth noticing that the participant felt like he needed to “sell a product” (perhaps the school’s textbook, perhaps the school’s methodology) when teaching at a private institution, so he did not have much space or freedom to innovate. Therefore, he clearly realized that there were market interests in the use of English textbooks in educational institutions. In this context, thinking about the English textbook and its methodological principles prescribed by dominant English centers, Siqueira (2018, p.106) invites teachers to “[...] develop knowledge, ability and willingness to become producers, not only consumers, of knowledge and pedagogical materials”<sup>182</sup>. Regarding teacher educators’ point of view about “approaches”, I could perceive, in their interviews, that four of them (out of seven) mentioned that they do not have a specific approach to teaching English, that is, depending on the situation and the objectives of a particular class, they use a different approach.

In school environments, educators sometimes need to follow the requirements of a curriculum framework that has been imposed; however, I believe that one should realize that literacy practices have evolved in contemporaneity, and learners can be engaged in multiple reading practices - from electronic to printed text formats. In this panorama, teacher educators can exercise their agency, oppose to restrictive institutionalized practices, explore new ways of constructing meanings in their contexts, and think critically about the inclusion of the multiliteracies perspective in English teaching-learning. Duboc (2012) argues that educators can take advantage of the opportunities that emerge in traditional environments, conceptualizing them as “gaps in the classrooms [to be used] as a mechanism of pedagogical resignification” (DUBOC, 2012, p. 87). Such gaps can be created when a topic brought by the textbook is problematized in class, for example, or by “[...] comparing and contrasting viewpoints, discussing further aspects on a specific theme, relating global and local contexts critically, inviting students to position themselves towards what they think and what others think about a certain issue” (DUBOC, 2013, p.62).

---

<sup>182</sup> Original quote: “[...] desenvolver conhecimento, habilidade e disposição para se tornarem produtores, e não apenas consumidores, de conhecimento e materiais pedagógicos”.

If, on the one hand, teachers feel motivated to change their literacy experiences, including new forms of texts and semiotic modes in their practices, on the other hand, we know that most of curricular programs are “[...] based on a linear, stable and universal way of organizing contents” (DUBOC, 2013, p. 59-60), so changes depend on many variables including teachers’ agency, their attitude in face of diversity, dissention, heterogeneity and institutional support to implement new literacy practices.

On the other hand, Licen 17, conscious of how communication entails more than the written/spoken word, regretted that English teaching at university was still focused on the Communicative Language Teaching (henceforth CLT) approach, which he referred to as “the standard approach of the four skills”. This perspective of using the CLT approach was confirmed in three (out of seven) teacher educators’ interviews.

Hall (2011, p. 93) argues that “[d]iscussing CLT is in some ways problematic as the term means different things to different people and everyday classroom practices can appear to be quite different when CLT principles are applied in differing social and educational contexts”. The author explains that communicative approach can be seen in two versions: a strong and a weak version. In the former version, language is learned through use, in communication without the help of a teacher; in the latter version, students learn about the language first and after that, they use it to communicate (ABRAHÃO, 2015).

Concerning CLT approach, Richards (2006) presents the history of CLT as comprised of different phases, since the beginning of its creation in the 1970s until the current time (late 1990s to present). The author explains that in the first CLT phase (1970s to 1990s), “the centrality of grammar in language teaching was questioned” (RICHARDS, 2006, p. 9), and the idea that language should be taught and learned for communicative purposes replaced grammar as the main focus of teaching-learning a language. The orientation changed to a “skills-based syllabus” (RICHARDS, 2006, p. 11), hence language teaching was focused on the idea that language proficiency could/should be divided into four skills: reading, writing, listening and speaking. A learner would have to master these skills in order to communicate effectively.

The communicative approach was innovative in EFL at the time, for “[...] language would no longer be seen as a structure, but as a way of creating meaning”

(VALÉRIO; MATTOS, 2018, p. 314). However, more recently, some scholars have criticized the way communicative language teaching approach has been taught in Brazil (VALÉRIO and MATTOS, 2018; TÍLIO, 2015), especially because of the problems concerning the way Brazilian teachers seem to have been appropriating such approach. In this regard, Valério and Mattos (2018, p. 315) present some reasons for the non-consolidation of the CLT approach in Brazilian schools including

[...] distance between the situation of Brazilian learners and real life communicative situations in the target language; the convenience of the safe ground and lower demands of structural approaches; communicative difficulties in the use of the target language on the part of teachers themselves; the unwillingness of institutions to invest in the implementation of a communicative curriculum; excessively large classes and the conduct which naturally arises from the traditional classroom environment with its fixed arrangement of students sitting in rows and the teacher in center stage; little time for FL classes in the curriculum, and the devaluation of those involved in the educational process, together with the disbelief in the relevance of the discipline.

In this way, the purposes of the CLT approach in Brazil have been discussed especially because of the country's diversity, social, educational and political structures. Valério and Mattos (2018, p.325) seem to corroborate Licen 17's idea that curricular organization, based on the development of separate skills, is inefficient. For them, and for me, as well as for the idea of multiliteracies in language, communication must be linked with a view of language in which learners can create and access all semiotic resources available in order to act and interact with people from different cultures (KRESS, 2010).

The concept of communication underlying CLT, Jordão (2013b, p.72) understands context "as an immediate environment of language use. The emphasis here is on the functionality of the use of forms of the language in their effectiveness for the direct communication between its users in concrete and specific situations of linguistic exchanges"<sup>183</sup>. This is to say that context is understood as an immediate space of language use, excluding from consideration dimensions such as the life histories of the context participants and their political, social, cultural, economic backgrounds. She also emphasizes that this perspective is not directly interested in the discursive power relations that happen in communicative settings.

---

<sup>183</sup> Original quote: "[...] Contexto é entendido como ambiente imediato de uso da língua. A ênfase aqui é na funcionalidade do uso de formas da língua, em sua efetividade para a comunicação direta entre seus usuários em situações concretas e específicas de trocas linguísticas".

Thus, I understand that the CLT approach fails to encompass emerging communicative situations in which the meanings are ideologically and ecologically constructed in society. I truly claim that new forms of literacy that emerge in educational contexts (such as teacher educational programs) need to prepare students for this new era involving multiple languages, cultural diversity, ICTs, because as Licens. 17 pointed out, “texts were not just written” (LICEN. 17, INT. 2018), hence literacy goes beyond traditional print-based texts. In my point of view, the computer era is changing the way literacy is developed and practiced by learners. In line with this idea, Ajayi (2011, p. 25) noted that “[...] there is a need for a new vision of literacy teacher preparation — a re-conceptualization of preservice teacher training [SIC] within a broader construct of teaching”. In my view, this re-conceptualization involves thinking about literacy critically, widening its scope not only to technology literacy practices and to preparation of teachers for dealing with multimodal texts, but also to learners and teachers’ co-participation in meaning-making. Literacy also involves the learner’s subjectivity and the social practices that have constructed (and are creating) his social, political, ideological, economical and historical context.

When students were questioned about what kind of material they sought when they were preparing classes, their answers showed that most of them were worried about bringing diversified materials to their students, which means dynamic, cultural, interactive material, with different kinds of activities: they seemed to be operating within the CLT rationale of the four-skills model (reading, listening, writing, speaking). The excerpts below show some of the students’ answers.

[...] I think the material must be very diversified, it cannot encompass just one strategy or approach. So, it has to be very dynamic, not only to work with grammar or with texts, it has to be a mixture of all skills, and you have to also think that it depends a lot on the audience it is directed<sup>184</sup>(ACAD. 4, INT. 2018).

[...] I have always looked for things [resources] that offered speaking, listening, reading, grammar, all together, because this is what learning is about, you need to look for ways to promote a complete learning experience, all the skills must be practiced in all classes<sup>185</sup> (LICEN. 4, INT. 2018).

---

<sup>184</sup> Original quote: Acad 4 – “[...] Eu acho que o material deve ser bem diversificado, não pode englobar apenas uma estratégia ou abordagem. Então tem que ser bem dinâmico, não só trabalhar com gramática nem só com textos, tem que ser uma mistura de todas as *skills*, e tem que pensar também que depende muito da questão de para qual público está direcionado”.

<sup>185</sup> Original quote: Licens 4 – “[...] Eu sempre busquei coisas que trouxessem *speaking, listening, reading, grammar*, tudo junto, nada separado, porque aprendizagem é isso, você tem que buscar caminhos que levem a uma coisa só, mas que todos eles sejam completos, uma aprendizagem completa, sempre todas as aulas com todas as habilidades”.

“[...] I think that a good material has to explore the four skills, a bit of each”<sup>186</sup> (LICEN. 7, INT. 2018).

[...] I think [the material] should be well balanced, I mean, working a little of each skill<sup>187</sup> (LICEN. 15, INT. 2018).

When material usage is taken into account, it seems that students are relying on the CLT view of language as divided into specific skills. In this perspective, they seem to privilege materials that are ready-to-use and can offer practice with all the skills. As they used expressions such as “I have always looked for things [resources] that offered speaking, listening, reading, grammar, all together” (LICEN. 4, INT. 2018), or “it has to be a mixture of all skills” (ACAD. 4, INT. 2018), it is well-known that recognition of accomplishing the “four-skill model of learning” is related to the CLT skill-based approach. Also, it seems to demonstrate a dependence on a model. In fact, I understand that a broader conception of literacy requires learners not to be restrictive to the textbook skills presented, but it also constructs meanings with other semiotic resources. The new conception of literacy is not restricted to the mastery of separable discrete skills, but to the construction of meanings considering the subjects inserted in their socio-cultural contexts. In this view, Gee (2004, p. 44) argues that “[...] learning to read, or any learning for that matter, is not all about skills. It is about learning the right moves in embodied interactions in the real world or virtual worlds”. The author conceptualizes literacy as a social practice, integrating the learner’s world and his language, actions and experiences.

In this way, despite traditional English as a second language programs adopt textbooks for English teaching-learning and the teacher is the person responsible for conducting the activities in the classroom and determining the contents to be learned, I believe that both teacher educators and students can be challenged and use multiliteracies while questioning the uses of technological resources that are available nowadays, to construct meaning, so they can produce their own sources of materials and take advantage of affordances (VAN LIER, 2008; PAIVA, 2011) brought from an ecologic environment. For example, in the following excerpts, undergraduate students tried to adapt their practices according to what they think would be interesting for a specific group, or for an interactive class.

---

<sup>186</sup> Original quote: Licen. 7 – “[...] Eu acho que o material que ter essas quatro habilidades, um pouquinho de cada uma”.

<sup>187</sup> Original quote: Licen. 15 – “[...] Eu acho que ele deve estar bem dividido, digamos assim, com relação às *skills*, para trabalhar um pouco cada uma delas”.



[...] sometimes I think that a certain material is not effective for a given class or a given student, because each student has a specific need, so I prepare something different<sup>188</sup> (LICEN. 1, INT. 2018).

[...] I try to have the textbook as a support, but I don't just rely on it. I think the teacher should also look for other resources, like videos, music, games, etc. to interact with students<sup>189</sup> (LICEN. 3, INT. 2018).

In this sense, “[...] the classroom remains the most radical space of possibility in the academy (...) teaching that enables transgressions – a movement against and beyond boundaries” (HOOKS, 1994, p. 12).

Another student, who was talking about the kind of material she used when she was preparing classes for the supervised English practicum, highlighted the need to observe aspects that emerged from lesson plans. She said that in the supervised practicum, the schoolteacher showed her the part of the textbook that she needed to teach. It was one unit of the English textbook. When she was analyzing the textbook, she took advantage of a topic that I believe could be seen as “hidden curriculum”<sup>190</sup> (SILVA, 2010). As it can be seen in the transcription below, in her interaction with the content of the textbook unit, the participant realized that, regardless of the intention of discussing women’s literature, all of the literature works were written by men. She tried to critically explore the content with her students. In her own words:

[...] I usually try to rely on the pedagogical didactic material offered by the school, I see what is going to be taught there and look for other things, on the internet, on websites, I always try to complement my class this way. For example, in the practicum, I had to be responsible for a unit that discussed literature and women, I had a critical view, a critical look at that textbook, because I thought some things were not there, because the authors were going to talk about literature and women but all the books with which they worked on were written by male authors<sup>191</sup> (ACAD. 1, INT. 2018).

She also said that if the literary works described in the book had been written by women, perhaps another perspective might have been shown. In this way, she drew

---

<sup>188</sup> Original quote: Licen. 1 - “[...] algumas vezes eu acho que aquele material não é eficiente para aquela turma ou para aquele aluno, porque cada aluno tem uma necessidade específica, então eu preparo algo diferente”.

<sup>189</sup> Original quote: Licen. 3 - “[...] eu procuro ter o livro didático como um apoio, mas eu não me baseio apenas nisso. Eu acho que o professor também deve procurar outros recursos, como vídeos, músicas, jogos, para interagir com os alunos”.

<sup>190</sup> “[...] The hidden curriculum consists of all those aspects of the school environment that, without being part of the official curriculum explicitly, contribute implicitly to relevant social learning” (SILVA, 2010, p.78).

<sup>191</sup> Original quote: Acad. 1 - “Eu tento me embasar nesse material didático pedagógico que a escola disponibiliza, ver o que vai ser ensinado ali e procurar coisas além, na internet, em sites, eu sempre tento complementar a minha aula com isso. Por exemplo, no último estágio, Eu fiquei responsável por uma unidade que falava de literatura e mulher, eu tive uma visão crítica, um olhar crítico sobre aquele livro didático, que eu achei que algumas coisas ali não estavam batendo, porque eles iam falar de literatura e mulher mas todos os livros que eles trabalhavam eram de autoria masculina”.

the students' attention to something that was not explicit in the textbook: she acted on what Duboc (2013; 2015) called "*between the cracks*" (gaps). Following Freire's (FREIRE; MACEDO, 2005) view, the situation Acad 1 experienced shows that literacy is an exercise of reading the world instead of simply reading the words. In this line, Giroux (2005, p. 11-12) defends that

[...] literacy in the Freireian sense as a critical reading of the world and the word is to lay the theoretical groundwork for more fully analyzing how knowledge is produced and subjectivities constructed within relations of interaction in which teachers and students attempt to make themselves present as active authors of their own worlds.

Thus, I understand that undergraduate students should develop a social and ideological comprehension of the topics that they teach in order to be able to promote informed change and discussion in institutional settings. In this perspective, students can develop a "critical language awareness" (PENNYCOOK, 2008, p.176) to better understand the critical, ideological and social aspects of language.

Still in the third analytical category built from the field research data, "approaches", textbook dependence was confirmed again by students in the eighth question of the questionnaire. Some students complained about the repetitive way in which the textbook was used in the English major. The following transcriptions confirmed the students' report.

[...] The textbook is good, but it was used in a structuralist way<sup>192</sup> (ACAD. 2, QUEST. 2017).

[...] The textbook, as didactic material, fulfills the proposed objectives, but the repetitive and restricted use of it makes the classes monotonous<sup>193</sup> (ACAD. 3, QUEST. 2017).

[...] The teaching material is excellent, contextualized to the immediate needs in English language. However, there is still a certain attachment, too, to the textbook<sup>194</sup> (LICEN.11, QUEST. 2017).

[...] I think it is still very weak. For me, using only the textbook is not enough. Many students are still unsure about using English, so using different activities, like movies and playful activities helps them learn much faster, and they don't feel bored in class<sup>195</sup> (LICEN. 16, QUEST. 2017).

---

<sup>192</sup> Original quote: Acad. 2 – "[...] O livro didático é bom, porém por vezes foi utilizado de forma estruturalista".

<sup>193</sup> Original quote: Acad. 3 – "[...] O livro, como material didático, atende os objetivos propostos, mas o uso repetitivo e restrito do mesmo deixa as aulas monótonas".

<sup>194</sup> Original quote: Licen. 11 – "[...] O material didático é excelente, contextualizado às necessidades imediatas em língua inglesa. No entanto, ainda há um certo apego, demasiado, ao livro didático".

<sup>195</sup> Original quote: Licen. 16 – "[...] Acho ainda muito fraco. Para mim utilizar somente o livro didático não é suficiente. Muitos alunos são ainda inseguros sobre o uso do inglês e utilizar atividades diferenciadas como filmes, atividades lúdicas ajuda a aprender muito mais rápido e melhor e a aula acaba mais rápido".

With the availability of multiple semiotic resources in the contemporary era, teacher educators can mix old and new pedagogical resources in order to deal with learners with different literacy skills. Despite the limitations of the idea of *design*, as seen in chapter 3.3, Kalantzis and Cope (2010) make a very relevant point defending that the curriculum in contemporary times needs to be rethought so that “[...] the teacher will be a designer of learning environments for engaged students, rather than someone who regurgitates the textbook” (KALANTZIS; COPE, 2010, p. 204). According to the authors, instead of being a dictatorial teacher and following the prescribed textbook, he can become a teacher who encourages students to engage in learning; this way, they become producers instead of recipients. By the same token, the cited authors point out that the learner

[...] will be a knowledge producer, drawing together a range of available knowledge resources – instead of a knowledge consumer, fed just one source, the old textbook. They will work effectively in pairs or groups on collaborative knowledge projects, creating knowledge to be shared with peers. They will continue to learn beyond the classroom, using the social media to learn anywhere and anytime – a phenomenon called ‘ubiquitous learning’<sup>196</sup> (KALANTZIS; COPE, 2010, p. 204).

As mentioned by Kalantzis and Cope (2010), we need to think of ways of developing knowledge collaboratively, taking advantage of digital media possibilities, exploring ubiquitous learning. I believe that teacher educators can find ways of developing students’ language use with peers in class, through collaborative work. However, some students still believe that in order to develop their knowledge of English, the group must have the same level of English. For this purpose, undergraduates mentioned the necessity of a placement test, something they would like to have at university. According to the students, when there are discrepancies in students’ English levels, classes cannot progress properly.

[...] The lack of a placement test to analyze the level of students in the classes greatly harms students on both sides, because the teacher cannot continue the more complex activities without harming some students, most of the times, a minority<sup>197</sup> (ACAD. 3, QUEST. 2017).

[...] Students had different levels, which disrupted the evolution of the class as a whole, because it was difficult to find a common place for everyone. The materials and teaching strategies were used to try to overcome these

---

<sup>196</sup> “Ubiquitous learning is a new educational paradigm made possible in part by the affordances of digital media” (KALANTZIS; COPE, 2009, p.ix).

<sup>197</sup> Original quote: Acad 3 – “[...] A falta de nivelamento nas turmas, prejudica muito os alunos em ambas as partes, já que o professor não consegue dar prosseguimento às atividades mais elaboradas sem prejudicar uma porcentagem, muitas vezes minoritária”.

difficulties. However, not everyone learns the same way<sup>198</sup> (LICEN. 17, QUEST. 2017).

[...] I am very satisfied with English teaching-learning. However, I believe that for more productive classes, students' knowledge should be leveled to enable selection of classes according to the student's previous knowledge<sup>199</sup> (LICEN. 3, QUEST. 2017).

Students seemed to be convinced that they need to have the same level of English proficiency – understood as accurate use of standard English – to succeed in learning. This association is common in traditional approaches such as the CLT approach, as acknowledged by Tílio (2015, p. 53), who lists the following principles as the main ones in the CLT approach: “[...] the use of authentic material, (...) the focus on four language skills and the preponderance of fluency over acuity”<sup>200</sup>. While not denying the principles and acknowledging the merits of this approach, the author argues that it is important to think about their effectiveness and applicability at present. It seems that students believe that the possibility of following a standard model of language, and leveling students through English placement tests in the major, could possibly facilitate the mastery of language skills, and they would be successful in English teaching. However, this view does not match the reality of language teaching practices in Brazil, nor the pluralities of real communication situations. In this sense, I believe that undergraduate students majoring in English teaching need to be willing to discuss language critically, questioning what the function of the English language is in the contemporary world. What kind of curriculum is expected in a decolonial era? We are living in an era which knowledge is mutable, language is fluid and learners participate in knowledge construction; thus, we need to understand the purpose of learning a foreign language in our context. Kalantzis and Cope (2010) suggest that teachers must engage students in this process. In a multiliteracies perspective, the idea of having students at the same level of proficiency can even be seen as restrictive to the teaching-learning process,

---

<sup>198</sup> Original quote: Licen. 17 – “[...] Havia muito desnivelamento, o que atrapalhava a evolução da sala como um todo, já que era difícil achar um lugar-comum para todos. Os materiais e as estratégias de ensino empregadas tentavam superar essas dificuldades, no entanto, nem todo mundo aprende com as formas empregadas”.

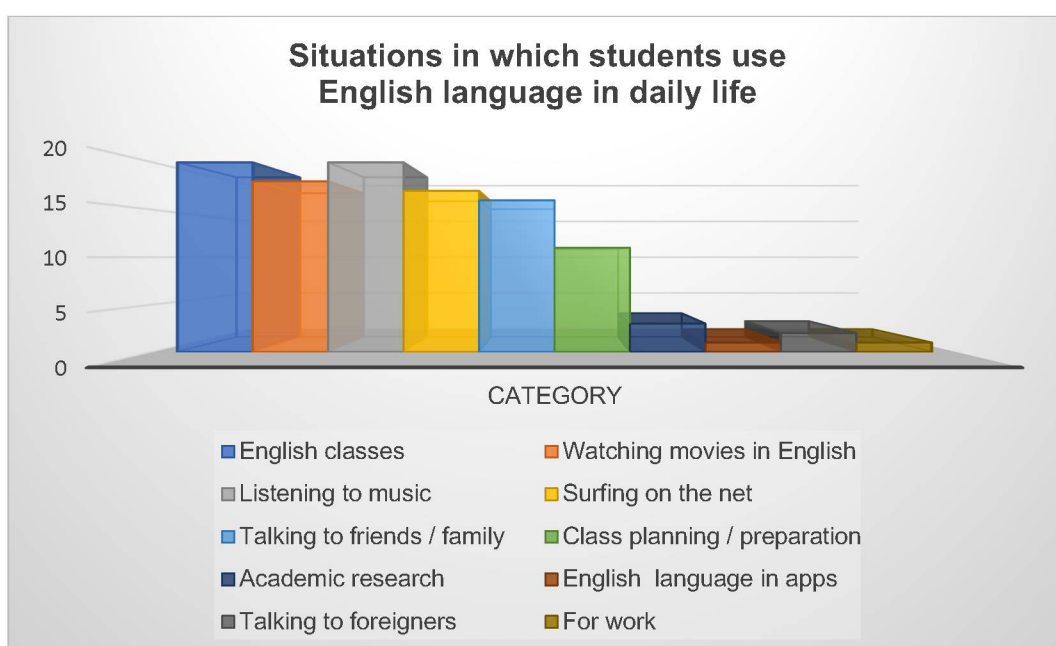
<sup>199</sup> Original quote: Licen. 3 – “[...] Eu estou muito satisfeita com o ensino-aprendizagem em língua inglesa. No entanto, acredito que para as aulas serem mais produtivas, deveria haver um nivelamento do conhecimento da língua inglesa entre os alunos para poder selecionar as aulas de acordo com o conhecimento prévio de cada um”.

<sup>200</sup> Original quote: “[...] o uso de material autêntico, (...) foco nas quatro habilidades linguísticas e a preponderância da fluência sobre a acuidade”.

because the teacher can take advantage of the heterogeneity of their classroom in terms of students' histories of literacy and uses/knowledges of English, engaging them in collaborative activities, so that knowledge is produced together collaboratively, as usually happens outside the classroom.

I believe that the possibility of different classroom knowledge in the classroom can add value to students' language development in terms of collaboration and make them more aware of what happens outside the school environment. In this sense, the students answered the fifth question, in which they explained the activities involving the English language that they did in their daily life. The graph below shows some of the results.

GRAPH 3 – SITUATIONS IN WHICH STUDENTS USE ENGLISH LANGUAGE IN DAILY LIFE – UNDERGRADUATE STUDENTS' OPINIONS.



SOURCE: Elaborated by the author

As the graphic points out, twenty out of the twenty-one students who answered the questionnaire, indicated English classes and listening to music on their cell phones or in a sound system as the two most used sources for practicing English in daily life. The third option marked by eighteen of them was watching movies on television or on a computer. Surfing on the net was done by seventeen students, followed by talking to friends and family, which was chosen by sixteen of them. Another relevant source was during lesson preparation for the supervised practicum, done by eleven

participants. Watching movies was done by eighteen students and talking to English speakers were mentioned by sixteen of them. Both activities were also considered relevant for them in English learning. In this way, their answers showed that they do use technological tools such as computer, cell phone, television, sound systems, but more outside than inside university; when they needed to teach English in public or private schools, they replied that they needed to adapt their teaching to institutional requirements concerning specific teaching materials such as the adopted textbook or resources specific to the methodology chosen in that school, such as flashcards, multimedia projector, for example.

The results also showed that although students did not have the opportunity to talk face-to-face with other English speakers, they looked for opportunities to communicate in English. In their town, they did not usually run into casual English speakers on the streets or situations with English face-to-face interaction in daily life. Under this premise, The Brazilian document “Parâmetros Curriculares Nacionais” (PCN, BRASIL, 1998, p. 20), which regularizes the English teaching/learning in Brazil for elementary and high schools, emphasizes reading and writing abilities instead of giving emphasis to speaking. In the document, it is written that “[...] only a small portion of population has the opportunity of using foreign languages as an oral communication tool, inside or outside the country”<sup>201</sup> (PCN, BRASIL, 1998, p.20), which completely disregards other forms of communication related to online interactions, which are becoming more and more available to a great part of the population (BRASIL, 2017).

Gimenez (2005) recognizes that English teachers graduated in Brazil do not usually practice communication in English. In her own words, “[...] trained professionals with few opportunities to practice the foreign language (even by reading) show a poor performance in the use of the language”<sup>202</sup> (GIMENEZ, 2005, p.32). Such comments, however, seem to be based on a traditional perspective of language teaching-learning, which places more emphasis on training, repetition, habit-formation than on negotiating, reading the context, adapting to communicational needs in specific situations. I believe that language learning is not

---

<sup>201</sup> Original quote: “[...] somente uma pequena parcela da população tem a oportunidade de usar línguas estrangeiras como instrumento de comunicação oral, dentro ou fora do país”.

<sup>202</sup> Original quote: “[...] profissionais já formados com poucas oportunidades para praticar a língua estrangeira (mesmo a leitura) revelam precariedade no uso da língua”.

solely about habit formation; thus, practicing a language should be focused more on building negotiation strategies specific to each context of enunciation. This is based on the idea that, in order to engage in a communicative situation effectively (that is, producing meanings), one needs a wide semiotic repertoire that includes strategies to read their context and negotiate meanings accordingly. Creating such repertoire is a never-ending, open process that certainly involves being in contact with other speakers/users/knowers of English; therefore, if students do not have direct contact with other English speakers, they have other opportunities for interaction and meaning-making in addition to face-to-face encounters: chats online or reading printed texts, for example, is an interactive activity of meaning-making that does not require the physical presence of other English users.

Learning a foreign language has sometimes been associated with the vision of “learning another’s language” (LEFFA, 2006, p. 31), of imitating a predetermined model. However, language learning will make sense if language is understood and practiced inside users’ contexts in their local realities. Although the referred author mentions that learning a foreign language is often “a long and extremely complex process” (LEFFA, 2006, p. 31), I believe that Brazilian students’ repertoires could be developed within their realities, by negotiating meanings in the way they can access. Thus, there are many different ways to be in contact with English and constantly expand one’s repertoire. Concerning the development of students’ repertoires in their local places, I would say that nonnative English-speaking teachers could be more ELF aware<sup>203</sup> and conscious of the students’ needs in the learning process, because they “[...] adopt language-learning strategies during their own learning process, most likely making them better qualified to teach those strategies and more empathetic to their students’ linguistic challenges and needs” (MAUM, 2002, p.3). In this sense, non-natives understand the difficulties of a foreign-language learner more clearly, because they are learning the EL in the same context.

### 5.1.2 Teacher Educators

In the same thematic unit, multiliteracies, teacher educators answered three questions: two of them in the interview and one question in the questionnaire.

---

<sup>203</sup> The term ELF-aware teacher framework was already mentioned in chapter 4.2.

TABLE 7 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – MULTILITERACIES – TEACHER EDUCATORS

CONTENT ANALYSIS			
	Thematic unit	Sources	Questions
TEACHER EDUCATORS	Multiliteracies	Interview	9. In contemporary world there is a complex flow of communication and information and the meanings are constructed in different modalities (linguistic, visual, spatial, gestural, aural). Do you think it is important to approach this issue in the classroom? Explain. If so, do you see yourself doing that? How do you deal with this issue in your English classes?
			10. How can the quick changes in the contemporary world (communicability, spread and transience of information, globalization) influence your teacher education? What about your students' learning?
		Questionnaire	7. How do you teach English in your classes? Comment on your practice, the textbook usage, classroom activities, teaching strategies, didactic-pedagogical materials.

SOURCE: Designed by the author.

In this theme, some categories were created, based on the teacher educators' answers: 1) **praxis**, referring to the (lack of) theoretical and practical knowledge they deemed as necessary to deal with multiliteracies. 2) **resources**, concerning mainly the (un)availability of technological resources and the impact of technological tools on the classroom.

#### 5.1.2.1 Praxis

In the thematic unit multiliteracies, teacher educators, similarly to undergraduate students, recognized the importance of bringing different modalities to English teaching. All of them recognized the importance of including multiliteracies in English teaching, albeit they emphasized the difficulties of using activities involving multiliteracies and multimodalities in everyday practices. Some transcripts of their interview allowed such interpretation:

[...] I have to learn to deal with this, because the students are immersed in this world of a thousand ways of using the language<sup>204</sup> (PROF. 2, INT. 2018).

[...] I think it is very important to develop these other semiotic modes, this multimodality. I try to bring this into the classroom, but I still feel that my efforts are very limited<sup>205</sup> (PROF. 3, INT. 2018).

<sup>204</sup> Original quote: Prof. 2 – “[...] eu tenho que aprender a lidar com isso, porque os alunos estão imersos nesse mundo de mil formas de usar a língua”.

<sup>205</sup> Original quote: Prof. 3 – “[...] acho muito importante desenvolver esses outros modos semióticos, essa multimodalidade. Eu tento trazer isso para a sala de aula, mas ainda sinto que os meus esforços são muito rasos”.



[...] It is crucial that we bring these various modalities, so that we can actually interact with students [...] it is about offering activities that promote engagement, so that he actually collaborates and participates in his classes<sup>206</sup> (PROF. 7, INT. 2018).

Despite their recognition of the importance of using multiple modalities to construct meaning in language teaching, they felt insecure about dealing with this in class. This recognition could be noted, for example, when Prof. 3 mentioned “[...] I try to bring this into the classroom, but I still feel that my efforts are very limited”, or when the first participant emphasized “[...] I have to learn to deal with this” (PROF. 2, INT. 2018).

Understandably, it is not easy for teachers to engage in practices that they are not familiar with, but engagement in research projects and collaborative actions could help them achieve this purpose. One possibility would be to bring together pre-service and in-service teachers, so that they can develop new knowledge together. In this respect, Jordão (2004a, p. 22) states that

[...] Changing our processes of understanding the world would involve questioning the very relations that construct our identity, as well as swapping the security of a knowledge we have mastered for the instability of something we cannot control. Teachers especially seem to resist change when they insist on sticking to old teaching techniques or approaches, even though acknowledging the new trends.

As Jordão pointed out, accepting new trends, new ways of constructing meanings can be challenging, but I believe that when teacher educators are open to unexpected challenges, and question their own concepts and beliefs, they feel more motivated to invest in their own professional development and, thus, widen their own repertoires. Even in the “Brazilian Curricular Frameworks for High School Teaching”<sup>207</sup> (BRASIL, 2006) it is recommended that “[i]nstead of preparing an apprentice for the current moment, the teaching of heterogeneous and multiple literacies aims to prepare him for an unknown future, to act in new, unpredictable, uncertain situations”<sup>208</sup>. Similarly, Ajayi (2011, p.7) also defends that teacher education faces a challenge preparing preservice teachers in the technological, contemporary era. He argues that “[t]hese new blends of knowledge associated with multiliteracies require that teacher education programs adequately prepare

---

<sup>206</sup> Original quote: Prof. 7 – “[...] é imprescindível que a gente use essas várias modalidades, para que a gente possa de fato interagir com o aluno [...] é possibilitar atividades que haja esse engajamento, e que ele colabore de fato e participe das suas aulas”.

<sup>207</sup> Orientações Curriculares para o Ensino Médio.

<sup>208</sup> Original quote: “Em vez de preparar um aprendiz para o momento presente, o ensino de letramentos heterogêneos e múltiplos visa a prepará-lo para um futuro desconhecido, para agir em situações novas, imprevisíveis, incertas”.

preservice teachers to play a central role in facilitating learning experiences for students” (AJAYI, 2011, p. 7). I think that one of the crucial competencies needed of teachers when considering these “new knowledges” would be to provide spaces for students’ engagement in new forms of meaning, facilitating their interaction in social practices.

Although teacher educators were aware of the impact of multiliteracies on teacher education, they also feel unprepared to deal with this kind of literacy forms, practices and knowledge.

[...] I think it's important, I've been thinking a lot about my practice. I feel very outdated in having the textbook and the CD in the classroom and not much more than that, sometimes *YouTube* videos that I bring, but, I'm always asking myself: Am I preparing these students here to work with the students with whom they will have to work in their schools? I know I'm not taking care of it, I do not know how I could do it (...) I feel unprepared and I do not know how to do it. (...) I would really like to do a workshop to get some ideas<sup>209</sup> (PROF. 6, INT. 2018).

The participant’s transcription indicated that she felt unapt to apply varied resources in English teaching. When the participant admitted being worried about preservice teaching education, when she wondered if she was preparing her undergraduate students to work with the students they were going to work in schools, I understood that she was aware that she lacked skills for dealing with the ephemerality of technology and also had the perception that “[...] multiliteracies constantly change; skills required to teach them will also be dynamic, fluid, and changing” (AJAYI, 2011, p.26). I also realized that teacher educators recognized that working with multiliteracies demands theoretical and practical preparation, as acknowledged by Prof. 5, when she noted: “[...] I do not have a theoretical background to work with multiliteracies”<sup>210</sup> (PROF. 5, INT. 2018). Another professor acknowledged that sometimes she was reluctant to use multiliteracies because she found it easier to work with the material that was already prepared; in her own words, “[...] I like the idea of working different semiotic modes in various means of communication, but it is easier, more comfortable to work with that material that you already have, which you

---

<sup>209</sup> Original quote: Prof. 6 – “[...] Eu acho importante, eu tenho pensado muito na minha prática, eu me sinto muito atrasada no sentido de ter o livro e o CD em sala de aula e não muito mais do que isso, às vezes vídeos do *YouTube* que eu trago, mas eu estou sempre me perguntando: será que eu estou preparando esses alunos aqui para trabalhar com os alunos com quem eles terão que trabalhar lá na escola? Eu sei que eu não estou dando conta disso, eu não sei como poderia fazer (...) eu gostaria muito de fazer um mini-curso para ter algumas ideias”.

<sup>210</sup> Original quote: Prof. 5 – “[...] Eu não tenho preparação teórica para trabalhar com os multiletramentos”.

are used to working with, instead of planning a new thing that will be harder work and you are not sure if it is going to work out”<sup>211</sup> (PROF. 3, INT. 2018). It seems that this professor recognized that the idea of developing a variety of modes in meaning-making is good, but it demands extra time and extra work, hence sometimes she prefers to use ready-to-use materials.

Thus, I believe that the discussion of multiliteracies in preservice teaching education involves many variables such as willingness of changing one’s practices, technological literacy, and access to resources and theoretical and pedagogical preparation, but the outcome is positive. In addition to the positiveness of the multiliteracies prospect, Gee (2003, apud AJAYI, 2011, p.21) defends that

[...] preservice teachers who are taught using multiliteracies pedagogy can leverage more knowledge from various technologies and tools. This has significant implications for literacy teacher education and the conceptions of the role of new technologies: emerging technologies are pivotal to acquisition of knowledge.

In Gee’s point of view, the involvement of preservice teachers with multiliteracies can enrich their knowledge and improve technological skills.

I would say that the willingness to change also involves the destabilization of identity constructions (BAUMAN, 2001), since social changes interfere in our ways of seeing the world, in acting on it. Being able to change is linked to decolonial thinking (MIGNOLO, 2014), which implies dealing with the new / the unknown, recognizing gaps in knowledge, placing oneself in a position of not knowing everything. In this regard, Borelli (2018, p.169) notes that decolonial thinking “[...] requires detachment from our certainties, from incessant search for correctness, so that we may take risks in trying the new, the unknown, the different”<sup>212</sup>. It is reframing our idea of learning-teaching English, rethinking education and its purpose.

#### 5.1.2.2 Resources

I understand that, in the multiliteracies perspective, meanings are constructed through a range of semiotic resources such as writing, image, sound,

---

<sup>211</sup> Original quote: Prof. 3 – “[...] eu gosto da ideia de trabalhar diversos modos semióticos, em vários meios de comunicação, mas é mais fácil, mais cômodo trabalhar com aquele material que você já tem, que já está acostumado do que planejar uma coisa nova, que vai dar muito mais trabalho e você não tem certeza se vai dar certo”.

<sup>212</sup> Original quote: “[...] requer desprendimento de nossas certezas, dessa busca incessante por acertos, para que possamos assumir os riscos de tentar o novo, o desconhecido, o diferente”.

body expression, digital technologies, etc. In this sense, Van Leeuwen (2005, p. 285) emphasizes:

Semiotic resources are the actions, materials and artifacts we use for communicative purposes, whether produced physiologically – for example, with our vocal apparatus, the muscles we use to make facial expressions and gestures – or technologically – for example, with pen and ink, or computer hardware and software – together with the ways in which these resources can be organized.

Thus, when I refer to resources, I am not thinking only about technological resources, but about all materials and semiotic resources that students and teacher educators can use to construct meanings in English. From this perspective, the second category – related to the availability of technological resources – emerged. Teacher educators defended that not only knowledge of content but also of other resources are essential to work with multiliteracies in the classroom. In their point of view, equipment, internet access, and other resources also affect teacher educators and undergraduate students' activities at the same time. When teacher educators were talking about their practices, some of them answered that they usually used the resources that were available to them; for example, "[...] I try to bring some audiovisual resources when possible"<sup>213</sup> (PROF. 3, QUEST. 2017), or "[...] Sometimes I take my students to one of the computer laboratories [name of the institution] (...) they have internet available, headphones, which allows individual and autonomous activities (each student in his own pace), and multimedia projector to share the activities"<sup>214</sup> (PROF. 4, QUEST. 2017). In this way, teacher educators stated that they use the resources that are booked in advance at university. Another participant answered that she encourages her students to use their own technological tools, as mentioned by Prof. 7 when she answered "[n]owadays we have *Facebook*, *WhatsApp*, *Instagram*, *Research Gate*, so I encourage these students to experience all of this in my own class"<sup>215</sup> (PROF. 7, INT. 2018).

When teacher educators were asked how communicability, spread and transience of information could influence their practices, they emphasized the

---

<sup>213</sup> Original quote: Prof. 3 – "[...] Procuero trazer algum recurso audiovisual quando possível".

<sup>214</sup> Original quote: Prof. 4 – "[...] As vezes eu levo os meus alunos a um dos laboratórios de computação [nome do laboratório e instituição] (...) Eles têm internet disponível, fones de ouvido, o que permite atividades individuais e autônomas (cada um com seu ritmo), e projetor de multimídia para compartilhar as atividades".

<sup>215</sup> Original quote: Prof. 7 – "[...] hoje a gente tem *Facebook*, *Whatsapp*, *Instagram*, *Research Gate*, então eu encorajo que esses alunos vivenciem tudo isso dentro da minha própria aula".

importance of analyzing the pros and cons of using technology in classrooms. They seemed to realize the importance of critically discussing the influence of technology in educational environments. On this matter, Buckingham (2015 apud McDOUGALL et al, 2018, p. 267) defends that

[...] Technology in itself is neither ‘good’ nor ‘bad’ for education. It can be both, but its value depends upon how and why it is used. And yes, it can have a significant positive impact if it is combined with broader changes in pedagogy. Yet the central issues here are not technological ones – or indeed to do with ‘discipline’ – but to do with learning.

Therefore, it is essential to evaluate the purpose of including technology in academic settings and the impact of using it. Some of the teacher educators’ reports indicated how crucial issues – such as “quick speed of synchronous communication, information dissemination, necessity of teacher education to deal with technological change, information overload” – seem to be for them. They mentioned that these issues must be thought critically<sup>216</sup>, as shown in the excerpts below.

[...] Everything has positive and negative aspects (...) *WhatsApp*, for example, has greatly changed my communication with students, in the sense that I have groups formed by students from the courses I teach. I can send them activities, sometimes I ask students to send me tasks through audio messages, or even videos, I can confirm if a student is coming or not on the same day, at the same time, so in that sense I think it has greatly expanded the possibilities (...) but we must guide students, because lots of information, or information overload does not help much<sup>217</sup> (PROF. 3, INT. 2018).

[...] We will never be aware of being in all the vanguards, for example, optimizing and knowing all the technologies that are being offered. So, I think the teacher has to think that this teaching-learning process is not unidirectional, because if the teacher has a teaching-learning perspective that is more democratic, it has a two-way track, he will learn from the students about these things all the time<sup>218</sup> (PROF. 5, INT. 2018).

---

<sup>216</sup> Cf discussion on ‘critical thinking’ in chapter 1.4.

<sup>217</sup> Original quote: Prof. 3 – “[...] Tudo tem pontos positivos e negativos (...) o *WhatsApp*, por exemplo, ele mudou muito a minha forma de comunicação com os alunos, no sentido de que eu tenho grupos das turmas, eu posso enviar atividades, às vezes eu peço para os alunos me enviarem áudios de tarefas, ou até mesmo vídeos, eu posso confirmar se um aluno vem ou não no mesmo dia, na mesma hora, então nesse sentido eu acho que ampliou muito as possibilidades (...) mas tem que dar um norte para os alunos porque muita informação, *information overload*, também não ajuda muito”.

<sup>218</sup> Original quote: Prof. 5 – “[...] A gente nunca vai dar conta de estar em todas as vanguardas, por exemplo, se otimizando e conhecendo todas as tecnologias que estão sendo oferecidas. Então, eu acho que o professor tem que pensar que esse processo de ensino-aprendizagem não é unidirecional, pois se o professor tem uma perspectiva de ensino-aprendizagem que é mais democrática e que tem **mão dupla**, ele vai aprender com os alunos o tempo todo em relação a essas coisas”.

In Prof.3's transcription, we can observe some concern about the way technology has changed the way teachers deal with time, space and communicability. However, the participant was also concerned about the critical view of technology in education; teachers should always ask themselves about the positive and negative aspects of using these technological resources in English teaching. It is essential to evaluate if there will be changes in values, skills and practices in teaching and learning, that is, if the use of technology will bring any social, cultural or communicational improvement. Similarly, Adami and Kress (2010, p.193-194) also ask

[...] 'What kinds of skills are likely to be needed and in what environments?' or, from an educational one: 'What kinds of skills are foregrounded by the affordances of media-convergence devices and how can they be used for educational purposes?' (...) And we might ask questions about gains and losses, socially, culturally, economically and communicationally: 'What cultural capital is least facilitated and most likely to be lost, what cultural goods are most facilitated?'.

The authors emphasized that it is important to evaluate which skills users should have to take advantage of technology and which social and cultural impact technology will cause in users' environments.

I would say that Prof. 5 also presented a critical view, when the professor recognized that "[...] the teacher has to think that this teaching-learning process is not unidirectional, because if the teacher has a teaching-learning perspective that is more democratic, it has a two-way track, he will learn from the students all the time in relation to these things" (PROF. 5, INT. 2018). My understanding of "thinking critically" involves the deconstruction of fixed patterns, the openness to new possibilities, the problematization and (re)evaluation of our own practices. In this direction, I think that this participant acknowledged that the teaching-learning process can change over time, and also recognized that she can learn with her students, so, she showed willingness to be involved in new possibilities.

According to teacher educators' answers, the impact of technological tools on the classroom implies changes in teacher educators and undergraduate students' pedagogical practices, because they involve update of their own methods, critical thinking in the use of technological resources and flexibility to create different activities. They used expressions such as "teacher education never ends"<sup>219</sup> (PROF. 2, INT. 2018), or "I try to understand what is going on, what resources are innovative,

---

<sup>219</sup> Original quote: Prof. 2 – "[...] A formação de professores nunca termina".

what people have been using”<sup>220</sup> (PROF. 7, INT. 2018). The respondents are aware of their need of constant engagement in learning. They seemed to realize that working with multiliteracies requires constant updating – even more overtly than usual. In this regard, Mora (2011) has argued that reflecting on literacy and technology in contemporary times has been one of the greatest challenges for teacher education because

[...] both preservice and in-service teachers must learn to adapt to these new realities (...) On the other hand, they have to face the contradiction of combining the integration of these new technologies (among other pedagogical proposals) with the more traditional forms of testing that some institutions seem to favor. In the case of teacher education, there is the present challenge of helping our prospective teachers navigate this context while they construct their own teaching personae, while we ourselves adapt our styles to these contextual changes (MORA, 2011, p.4-5).

According to the author’s point of view, literacy and technology are part of a new society, and teacher educators have been challenged to deal with these changes, involving professors’ engagement in adapting their practices to new trends and contexts. In my view, it is not only a matter of applying new resources in English teaching but re-signifying and problematizing the use of these tools in English teaching.

### 5.1.3 Reflecting on undergraduate students and teacher educators’ answers about multiliteracies

Regarding the multiliteracies theme, I could observe that although undergraduate students and teacher educators have shown willingness and have given favorable testimonials to the inclusion of various resources in their practices, they also drew attention to limitations (personal and structural), that are involved in changing their previous practices in the direction of multiliteracies.

I could observe in data analysis that undergraduate students seemed to realize more easily than their professors the changes literacy has suffered through time (from printed texts to digital texts). Students also insistently pointed out the influence of such movement in the role of literacy for future generations. Students favored the use of various semiotic ways of constructing meaning, be it through the

---

<sup>220</sup> Original quote: Prof. 7 – “[...] Eu tento entender o que está ocorrendo, que recursos são inovadores, o que as pessoas estão utilizando por aí”.

use of images, digital whiteboard, cell phones, or others. They seemed to be aware that the possibility of constructing meanings using multiple (re)sources is not merely a trend in education, but a *sine qua non* condition for reading in the contemporary world. On the other hand, teacher educators were also open to the need to include different semiotic modes in their classes, but they were still reluctant to bring different activities to their classroom practices, as this decision is affected by how much time they have available to prepare the activities, and also dependent on their individual processes of education (theoretical and practical courses) and, of course, on their own beliefs as to what constitutes good education for their students.

It seemed to me that students were more receptive to change their previous perspectives than teacher educators. We must not forget that students were exposed to the use of ICTs much earlier in life than their teacher educators in their schooling processes. I would say that teacher educators' attitude could be understood in part by their previous education, as they learned the language through more traditional resources such as textbooks, cassette tapes and blackboard.

Another aspect that I could observe in the participants' discourses is that students were more likely to include playful and differentiated activities in their lessons, without necessarily reflecting on the purpose of inserting them in their teaching practices, without explicitly thinking about how these resources could interfere in students' learning at school. Teacher educators, on the other hand, seemed to be more concerned about why, how and when these resources should be used in language learning. Teachers' teaching experience made them also worried about structural, formative and educational issues related to the adoption of different pedagogies.

I could notice an advance in the decolonization of English teaching-learning processes at the university, when undergraduate students and teacher educators showed great disposition to develop differentiated activities in their practices. I believe this is the first step to break paradigms, to discuss what, why and how certain contents should be taught in the curriculum, to reflect on what should be used/rejected in the textbook and to discuss about the traditional teaching-learning model which focuses on separate language skills. I defend that one of the possibilities to break the prescriptive traditional teaching is to experiment other possibilities of meaning-making, taking advantage of situations that emerge in the



classroom, or as Duboc (2012) would say, work “between the cracks”, and reflect critically on these situations.

I can see a convergence of perspectives concerning undergraduate students and teacher educators’ answers on topics about multiliteracies and English as a lingua franca, in the sense that participants are open to the possibility of including a variety of resources to their practices, motivated by the changes that they face in literacy in contemporary times in their everyday practices. The exercise of reflecting on language in different contexts makes them (undergraduate students and teacher educators) open to leave their comfort zone, learning to teach with uncertainty, resisting traditional approaches, conceiving language as hybrid and in constant change. I associate the participants’ willingness to change and using varied resources in English teaching to Pennycook’s (2010b, p.62) idea of assemblage, that is, with the fact that the participants declared to take advantage of a set of resources available to produce meanings in local practices seen as flexible, and not predetermined, but changing according to the need of the local spaces instead. The second thematic unit explored in the empirical data was proficiency.

## 5.2 PROFICIENCY

Proficiency has been an issue in learning/teaching as foreign language contexts. Researchers in Brazil and all over the world have been studying proficiency in second language environments (SCARAMUCCI, 2000; LLURDA, 2000; KUNASARAPHAN, 2015). Some authors argue that there are misunderstandings concerning this construct in educational environments (SCARAMUCCI, 2000; LLURDA, 2000, FREEMAN et al., 2015; RICHARDS, 2017). I believe the way future teachers conceptualize proficiency interferes in their praxis, their methodological approaches, their assessment perspectives, their view of language and communication. Similarly, Richards (2017) also suggests that teacher educators’ discernment of their language proficiency helps them understand their own teaching practice. On the other hand, there is no clear consensus on what the term ‘proficiency’ means. Scaramucci (2000) discusses some terminological and conceptual issues concerning proficiency in order to clarify the comprehension of the construct in English teaching contexts. For her, if proficiency is thought in a competence perspective, it can be divided into four components, as presented by

Canale (1983, p. 6): “grammatical competence, sociolinguistic competence, discourse competence and strategic competence”. According to Canale (1983), grammatical competence is the mastery of the language system and its components, as well as the “[...] rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistics semantics” (CANALE, 1983, p. 7). This grammatical competence is focused on language knowledge and can be linked to Chomsky’s (1965) idea of the innate linguistic competence, in the sense that language could be linked to an idealized capacity; it could be analyzed from its linguistic aspects separately from users’ abilities for using the language. Chomsky (1965) focused on competence, but he rejected performance. This form of competence was criticized by Hymes (1972) because it did not take into account the “ability for use” (LLURDA, 2000, p.87). The second competence mentioned by Canale is sociolinguistic competence, which “[...] addresses the extent to which utterances are produced and understood *appropriately*<sup>221</sup> in different sociolinguistic contexts” (CANALE, 1983, p. 7). The third one, discourse competence, is related to “[...] the correct organization of texts following the rules of cohesion and coherence determined by the text itself and by its particular genre” (LLURDA, 2000, p. 87). The last, strategic competence, is related to

[...] verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication (...) (b) to enhance the effectiveness of communication (...) For example, when one does not remember a given grammatical form, one compensatory strategy that can be used is paraphrase (CANALE, 1983, p. 10-11).

In contrast, Bachman (1990, p. 84), defines proficiency as a ‘communicative language ability’. The author’s proficiency model consists of the interaction of three components: language competence, strategic competence, and psychophysiological mechanisms. According to the author,

[...] Language competence comprises, essentially, a set of specific knowledge components that are utilized in communication via language. Strategic competence is the term (...) to characterize mental capacity for implementing the components of language competence in contextualized communicative language use. Strategic competence thus provides the means for relating languages competencies to features of the context of situation in which language use takes place and to the language user’s knowledge structures (...) Psychophysiological mechanisms refer to the neurological and psychological processes involved in the actual execution of

---

<sup>221</sup> Emphasis in the original.

language as a physical phenomenon (sound, light) (BACHMAN, 1990, p. 84).

Bachman's model of communicative competence was seen as an improvement over the previous models because he had considered the interaction of knowledge and affective features of language use. For Bachman, language competence is subdivided into two categories – organizational and pragmatic competences. The organizational competence can be divided into grammatical and textual competences. Inside pragmatic competence, there are illocutionary and sociolinguistic competences (BACHMAN, 1990, p. 87).

Differently, Stern (1983) understands proficiency based on 'levels of proficiency', that is, "[...] the different degrees of actual or required mastery of the second language, or the progression from a basic to a near-native level" (STERN, 1983, p. 357). The author interprets proficiency as a synonym of competence and knowledge of language, using the native speaker construct as a reference model, thus reinforcing the "myth of the native speaker" (RAJADURAI, 2007; PENNYCOOK, 2007). Concerning this myth, Pennycook (2007, p. 100) confirms the existence of this myth that English could be considered as a "marvelous tongue", a cultural construction linked with power and colonialism. The myth of native speaker or native speakerism brings negative effects to EFL learners' identities, since they think that there is a perfect model to be copied. Rajadurai (2007) also criticizes the idea that the native speaker could represent the norm. She explains that the native-speaker model is "[...] unreasonable, inappropriate, and unrealistic" (RAJADURAI, 2007, p. 94), as it does not take into account all the diversity available in both native and non-native contexts, questions related to intelligibility – as a complex and negotiated process between the listener and the speaker (RAJADURAI, 2007) – and the complexity of real communication – permeated by interferences, contingencies of social, linguistic and cultural environments.

Regarding proficiency related to the teacher education perspective, Richards (2017, p.8) reflects that "[c]ompetency in English language teaching draws on content or subject matter knowledge, teaching skills, and the ability to teach in English – a skill that is usually viewed as influenced by the teacher's language proficiency". In his point of view, language proficiency is not the same as teaching ability. The author explains that, traditionally, the ability to teach has been linked to the problem of language proficiency; it means that if the teacher improves his English

level, he will be able to teach English better (more closely to the standard model). However, the author considers that this assumption is negative because it privileges native-like speakers. In his own words,

[...] on this assumption, teachers who are native-speakers of their teaching language are regarded as more legitimate and better qualified language teachers than those who do not have a native-like command of their teaching language. However, this deficit view of the NESST<sup>222</sup> teacher fails to recognize the nature of teaching English through English (RICHARDS, 2017, p.28).

In the author's perspective, language proficiency and the professor's ability to teach are complex, because they involve subject matter knowledge, techniques, pedagogical knowledge and the social and interactional contexts. I believe that there are many variables involved in the study of proficiency, such as teacher's specialized knowledge, use of resources, the context in which he is going to act and teacher education; however, these requirements are not necessarily linked to the need of having native-like proficiency.

On the other hand, Scaramucci (2000), a Brazilian scholar who investigates language assessment, proposes that the concept of proficiency should be understood in a broader way, without attachment to the ideal native speaker. The author emphasizes that "[...] instead of a single, absolute, monolithic proficiency, based on the ideal native speaker, we would have many of them, depending on the specificity of the usage situation of the language"<sup>223</sup> (SCARAMUCCI, 2000, p.14). In agreement with Scaramucci's idea and upon reflection on foreign language teaching in Brazil, I believe that resisting standard English Language is a way of questioning the *status quo* condition. In this way, teachers need to evaluate dominant culture and power, understand student's constraints concerning EL, be involved in the student's social, cultural and historical contexts and be open to new experiences shared between students and teachers.

I believe proficiency should not be viewed from a focus on language norms, but rather negotiated and established in situations of interaction. I agree with Jordão (2019, forthcoming) when she states that

Defining proficiency in terms of intelligibility can be a way to move away from this kind of biased and limiting idea about languages and their learners. In

---

<sup>222</sup> Native English-speaking teacher.

<sup>223</sup> Original quote: "[...] em vez de uma proficiência única, absoluta, monolítica, baseada no falante nativo ideal, teríamos várias, dependendo da especificidade da situação de uso da língua".

this perspective, language practices are situated activities, built in each specific interaction situation<sup>224</sup> (JORDÃO, forthcoming).

Seidlhofer (2018) discusses theoretical and practical aspects of ELF and how they can be related to “standard language ideology” (SEIDLHOFER, 2018, p.85). Seidlhofer (2018) explains that the ELF research history is still recent, but marked by resistance, because for a long time, the idea of languages as separated entities were seen as “normal” (ibid, 2018, p.87), which helped to perpetuate the standard language ideology. She has pointed out that the spread of English has challenged educators to review assumptions about “[...] the stability and distinctiveness of linguistic systems, about monolingual norms and communal identity and the nature of native speaker competence, all of which are intricately bound up with notions of the standard language”. (SEIDLHOFER, 2018, p. 85). According to the author, the idea of standard language was valid in the past, but this old assumption of “unaltered validity” (ibid, 2018, p. 88) does not fit to our changing world at present, because the circumstances in which interactions happen have changed. In her view, thinking about ELF perspective means rethinking constructs related to power, control, authority, and identity.

Scaramucci seems to be responding to the contemporary challenges for language teaching educators, which involve new ways of conceiving language, varied use of pedagogical and didactic resources and changes in the teachers and student’s roles in the classroom. In this way, debates on the traditional model of language emerge and so do the discussions about how language must be taught and learned. In this point of view, how can a teacher evaluate proficiency, considering that “[...] we already have a body of research that reveals the limitations of curricula that favor only one variety of English?” (CANAGARAJAH, 2009, p. 1620-1621). From my perspective, the EL, as a plural language like all others, enables the communication of many peoples across nation-states: the monolingual perspective of proficiency limits and downplays the uses of the language and its users, focusing on one way (albeit plural) of using English, or what the Standard English ideology calls “native variety”. Considering that English is a global language used in communicative contexts by a large proportion of non-native speakers, I believe that teachers who

---

<sup>224</sup> Original quote: “definir proficiência em termos de inteligibilidade pode ser um caminho para nos distanciarmos desse tipo de ideia preconceituosa e limitadora sobre as línguas e seus aprendizes. Nessa perspectiva, práticas de linguagem são atividades situadas, construídas em cada situação específica de interação”.

teach English can encourage their students to value their own linguistic repertoire while influenced by values and beliefs of the people who speak them.

The following section will show how undergraduate students and teachers understand the construct of proficiency in the context of this research. I will present the analysis of the thematic unit called proficiency based on the data collected from the undergraduates first, and then from the professors.

### 5.2.1 Undergraduate students

In the proficiency thematic unit, the undergraduate students answered a total of seven questions, five from the questionnaire and two from the interview as showed in Table 8.

TABLE 8 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – PROFICIENCY – UNDERGRADUATE STUDENTS

CONTENT ANALYSIS			
UNDERGRADUATE STUDENTS	Thematic unit	Sources	Questions
	Proficiency	Questionnaire	4. Your proficiency level is, a) basic; b) intermediate; c) advanced.
			12. Would you like to learn English abroad? Where and why?
			13. Do you react differently when interacting with a native speaker of English or when interacting with a non-native speaker of English? Please, explain.
			14. Do you think you should have native English-speaking teacher educators at university? Why?
			15. What is the level of proficiency to be an English teacher?
		Interview	7. Is it important to have high level of English proficiency to be an English teacher? Why?
			8. How do you realize if a person / teacher has a high level of proficiency? Are there the same requirements for a person in general or for a teacher?

SOURCE: Designed by the author.

The categories that arose from the “Proficiency” thematic unit, based on the answers of undergraduate students, were: 1) **proficiency**, where I will focus on the difficulty of treating the proficiency construct; 2) **native-speakerism**, focusing on non-native

teacher educators' favoritism, students' desire of studying abroad and the native speaker seen as a boogeyman; 3) **requirements**, focusing on students' ideas of what requirements are necessary for English teaching as far as proficiency is concerned. I will comment on these categories in the subsequent subsections.

#### 5.2.1.1 Proficiency

I realized that this category – proficiency – was mentioned by both undergraduate students and teacher educators. I will discuss dimensions more pertinent to each group separately. Undergraduate students had difficulties in talking about proficiency, hence the first category – proficiency as a complex issue – emerged. It could be seen in two different questions of the questionnaire (four and fifteen). The first question simulated one of the situations students usually experienced at university, i.e., their level of English was assessed according to the results of proficiency tests designed by the professors. They had to evaluate their own proficiency level based on one of the previously determined levels of proficiency provided – basic, intermediate or advanced, as they had been “classified” at the beginning of their undergraduate course. Out of the total number of students in both sessions (twenty-one students), thirteen students (62%) recognized themselves at the intermediate level, five of them (24%) considered themselves to have an advanced level and three of them (14%), a basic level. Importantly, these students were attending the last year of their undergraduate program; according to the program curriculum, this meant they should have an intermediate level<sup>225</sup>. However, when they were asked to answer what level was required for someone to be an English teacher, most of the students answered that teachers should have between intermediate and advanced levels. Expressions such as “[...] I believe that a teacher must be fluent in English (...) master well all the skills”<sup>226</sup> (LICEN. 8, QUEST. 2017)

---

<sup>225</sup> At that time, the department of English adopted the *Global* series textbooks from Macmillan for English language classes. Three books had been chosen for a four-year course, which led the students to be placed at the levels A1, A2 and B1, as established by the Common European Framework of Reference for Languages (CEFR). As an ideal hypothetical course, seven units of each textbook would be covered per year, starting from Global Elementary (CLANDFIELD; PICKERING; JEFFRIES, 2010) - A1, Global Pre-Intermediate (CLANDFIELD; JEFFRIES, 2010) - A2, to Global Intermediate (CLANDFIELD; BENNE, 2010) - B1. However, as expected, these levels were not so clear-cut in practice, and classes were usually mixed-leveled, as could be observed by students' greater or lesser willingness and confidence to participate in class discussions.

<sup>226</sup> Original quote: Licen. 8 – “[...] Acredito que um professor deve ser fluente em inglês (...) dominar bem todas as habilidades”.

or “[...] I believe having as much language mastery as possible and update his knowledge and methods to convey the best possible knowledge to students”<sup>227</sup> (LICEN. 12, QUEST. 2017). I could perceive that the undergraduate students’ beliefs in language proficiency were linked to the idea of an idealized speaker, who “masters” the language in its purported “entirety”. In addition, when students mentioned that teachers should ‘master the skills’, I would link this idea to the CLT approach. I believe that restricting EL learning to mastering four linguistic skills can be a reductionist view of language because it does not address the multilingual, cultural and technological diversity to which we are faced with in the contemporary world, as suggested by the multiliteracies theories (COPE AND KALANTZIS, 2000). In my view, teachers could break the dependency on a pre-determined approach. In order to think critically, with new ways of constructing meanings in the contemporary world and dealing with cultural, historical, social and political changes in education, Kumaravadivelu (2012) proposes an epistemic break in English teaching. According to the author, educators could “[...] break the epistemic dependency on Center-based knowledge production” (KUMARAVADIVELU, 2012, p. 17). In a practical perspective, the referred author suggests that teachers could experiment new ways of constructing meanings, through context-sensitive proactive practices. Tílio (2014) also criticizes the way CLT approach has been understood in private language institutes in Brazil. Tílio (2014, p. 927) explains that he does not “[...] consider that working the four language skills is enough to work with the language in a holistic way – at least not as the communicative approach proposed, as conceived, reconceived, and practiced in private language institutes”<sup>228</sup>. At the same time, some students mentioned that proficiency is related to students’ own effort, e.g., in Licen.7’s account that proficiency “[...] depends on the level that he will teach, he must always seek to improve”<sup>229</sup> (LICEN. 7, QUEST. 2017). This undergraduate student seems to realize that teachers should be aware of learners’ needs and be aware of new learning possibilities.

---

<sup>227</sup> Original quote: Licen. 12 – “[...] Acredito que ter o máximo de domínio da língua possível e se aperfeiçoar cada vez mais, para transmitir o conhecimento melhor possível para o aluno”.

<sup>228</sup> Original quote: “[...] não considero que trabalhar as quatro habilidades linguísticas seja suficiente para se trabalhar a língua de forma holística – pelo menos não como propõe a abordagem comunicativa, tal como ela foi concebida, reconcebida, e é praticada em institutos de idiomas”.

<sup>229</sup> Original quote: Licen. 7 – “[...] Depende do nível que ele vai lecionar, ele deve buscar sempre estar se aperfeiçoando”.



I argue that the exercise of teaching-learning a foreign language is related to the practice of conceiving it as a constantly changing construct, taking into account not only the learners' reality, but also the local context of such language. Thus, I am aware that students come to university with different perspectives on their relationship with the English language, as they have been, and still are, submitted to placement tests and evaluation instruments that have always classified them into previously determined categories in terms of proficiency, such as the classic basic, intermediate and advanced levels. Undoubtedly, in a single classroom, there are students from various English backgrounds, depending on their previous experience with the language and the affective relations they have established with it or, in other words, their literacy practices in English. This poses a great challenge to teaching the EL at university, as well as a challenge to the undergraduate students as they prepare to teach this language themselves, because they will also face such diversity in terms of literacy practices with English when dealing with their own students. Then again, their usual practices lead them to classify themselves and their classmates according to how they see an ideal competence in English, and such ideal competence, stratified in proficiency levels, is greatly influenced by native speakerism, as we will see in the next section.

#### 5.2.1.2 Native speakerism

It is important to highlight that the binary classification of native versus non-native speakers is still established in the students' identities. Even though they commented that they did not find it relevant to have native speaker teacher educators at university, when the second category was perceived – the non-native teacher educators' favoritism –, they still think that native speaker proficiency is outstanding and unreachable. This category – native speakerism – appeared for both undergraduate students and teacher educators. I will discuss features related to each group separately.

There has been great debate on “the cult of the native speaker” (GRADDOL, 2003, p. 165) in the academy. According to Graddol (2003), research has demystified the belief that native speakers have privileged comprehension of language in teaching environments. The possibility of using the EL in multiple contexts has changed the idea, in theory, of English belonging to “core English-speaking countries” (PHILLIPSON, 1992, p.17) as it is spoken by native speakers. A great deal

of research on issues concerning native and non-native teachers has been conducted in academic settings (ÁRVA and MEDGYES, 2000; LLURDA, 2005; MOUSSU and LLURDA, 2008; FIGUEIREDO, 2011; DIAZ, 2015), challenging the mainstream academic view that placed – until recently – the native speaker as a model of proficiency.

In the present study, twelve students (out of twenty-one) answered that teacher educators do not need to be native speakers, and that non-native teacher educators can understand their difficulties more easily. They answered that there can be qualified English professors coming from a country where English is used as a second or foreign language. Additionally, three of those twelve students made it clear that the sole condition of being a native speaker does not ensure excellence in teaching expertise, and two of them stressed that a non-native teacher can successfully develop his job. The reports below are characteristic of such ideas.

[...] being a native does not mean, necessarily, that he / she has mastered the approaches, methodologies and teaching techniques<sup>230</sup> (ACAD. 1, QUEST, 2017)

[...] The quality of teaching does not depend on whether the teacher is native or not<sup>231</sup>. (LICEN. 9, QUEST. 2017)

[...] a non-native professor can be more prepared to teach a foreign language<sup>232</sup> (LICEN. 3, QUEST. 2017)

On the other hand, nine undergraduate students stated that it would be interesting to have English native speakers in the program. The students' justifications were related to contributions to the curriculum, cultural and linguistic gains, and the ability to speak. Some of the excerpts were presented below.

[...] I believe it would be a very interesting practice due to cultural, social and, of course, linguistic aspects<sup>233</sup> (LICEN. 2, QUEST. 2017).

[...] It would be a way of further improving the teaching practices and modifying the curricula that need to be renewed as well<sup>234</sup> (LICEN. 12, QUEST. 2017).

---

<sup>230</sup> Original quote: Acad. 1 – “[...] Ser nativo não significa, necessariamente, que o professor domine as abordagens, metodologias e técnicas de ensino”.

<sup>231</sup> Original quote: Licen. 9 – “[...] A qualidade do ensino não depende do fato do professor ser nativo ou não”.

<sup>232</sup> Original quote: Licen. 3 – “[...] Acredito que não seja necessário, mesmo porquê devido à globalização, temos contato com a pronúncia de falantes nativos. Acredito que um professor não-nativo pode ser mais preparado para ensinar uma língua estrangeira”.

<sup>233</sup> Original quote: Licen. 2 – “[...] Acredito que seria uma prática muito interessante devido a aspectos culturais, sociais e, claro, linguísticos”.

<sup>234</sup> Original quote: Licen. 12 – “[...] Seria uma forma de aperfeiçoar mais as práticas formadoras a modificar também os currículos que precisam ser renovados”.

[...] it would be a great opportunity to develop speaking more correctly<sup>235</sup> (LICEN. 8, QUEST. 2017).

I would say that some Applied Linguistics Theories have questioned this idea of having a native speaker as a model, since non-native teacher educators can work with cultural, social and linguistic aspects and they can engage in new practices to improve the curriculum as well. When Licen. 8 said that with a native English teacher a learner could “develop speaking more correctly”, maybe it can be inferred that this student believed that native-speaker pronunciation was characterized as outstanding, so this feature would contribute to the apprentice’s learning.

I could infer from Licen. 8’s answer that there are some assumptions related to an idealized native speaker that could be taken as a reference, a nativelike spoken model that has been challenged by science. First, the notion of correction that is not based on an allegedly standard English – ELF researchers have questioned the notion of what can be considered right or wrong in language, since it can be understood inside each enunciation locus, as emerging aspects related to communicability and intelligibility purposes (SIQUEIRA; SOUZA, 2014). Second, the notion of native speaker as a model of correction. Who is in fact the native speaker? We cannot affirm that all native speakers speak English correctly. Third, the focus on orality as the main skill. We cannot privilege one skill over another. Thinking about compartmentalized skills is considered to be ineffective in English learning-teaching (VALÉRIO, 2018). Fourth, the idealized English spoken by native speakers ignores aspects of English users’ identities, cultures, intercultural communication (BAKER, 2018). In this way, reflecting on “[...] ELF-aware teacher education activities can help practitioners overcome obstacles, such as their deep-seated beliefs of normativity” (SIFAKIS et al. 2018, p.6).

Still defending the presence of native speakers in the program, another student answered that the university could have English native speakers since “[...] the professors have specific teacher education for this purpose”<sup>236</sup> (ACAD. 4, QUEST. 2017), so I understood that when the student used the words ‘this purpose’, she means ‘teacher education’ in this answer. I believe that language teaching cannot be restricted only to mastering individualized skills, because it involves other

---

<sup>235</sup> Original quote: Licen. 8 – “[...] seria uma ótima oportunidade de desenvolver a fala de forma mais correta”.

<sup>236</sup> Original quote: Acad. 4 – “[...] se eles tiverem formação específica para esse fim”.

important features concerning knowledge, techniques, approaches, pedagogical training and practice. Likewise, Canagarajah (1999, p. 80) asks: “[...] Is a native speaker necessarily a good teacher? Does the fact that one displays good pronunciation and correct grammar (...) make one a successful teacher of that language?”

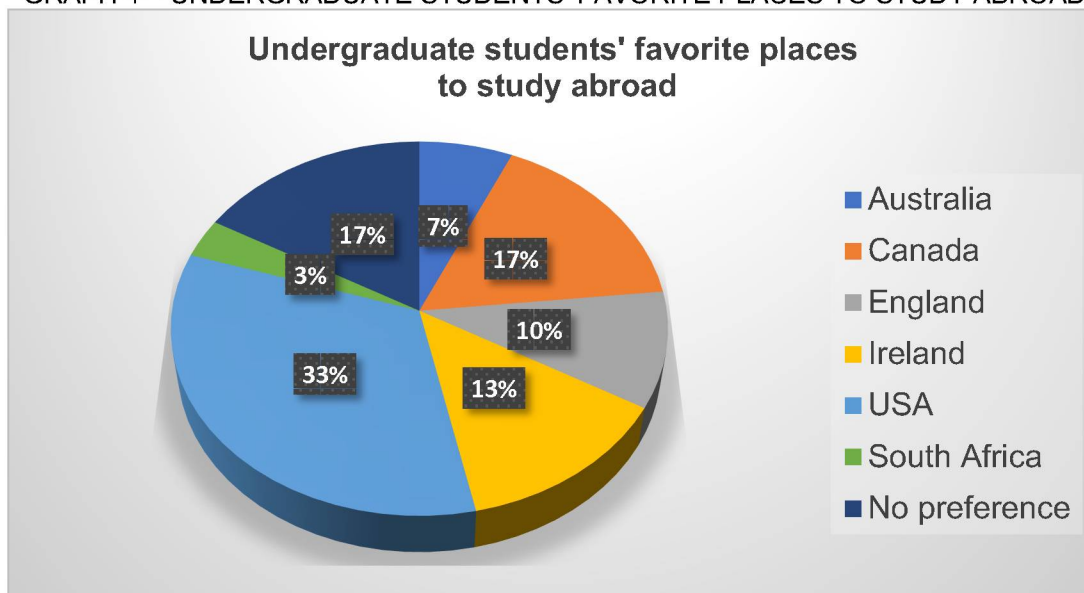
It can be seen that there is a clear dichotomy concerning the native and non-native speaker among the participants. The social constructed idea of the native speaker is clearly linked to the belief that “[...] language belongs to those who speak it natively” (BRUTT-GRIFFLER; SAMIMY, 2001, p. 103), though it is good to have in mind that “[...] more than 80% of the ELT professionals internationally are non-native speakers” (CANAGARAJAH, 1999b, p. 91). Besides the numerical disadvantage, there are other factors that are taken into account to oppose the native versus non-native division. For instance, in ELF interactions, “[...] it would make little sense to prioritize NS [native speaker] norms where they cannot be shown empirically to improve communication” (JENKINS, 2006, p.140). We could say that teaching English as a foreign language involves the reflection of cultural diversity and values, but it is important to not just reproduce the *status quo* and not reproduce the colonizing rationale.

Another category that was created from the empirical data was – the strong desire of studying abroad – was connected to developing one’s knowledge of English, which I highlighted as a third category. Out of the total of twenty-one undergraduate students, just one answered that he would like “[...] to deepen [his] knowledge of English, but it does not necessarily need to be abroad”<sup>237</sup> (LICEN. 17, QUEST. 2017). The graph below brings an outline of the most popular places as the undergraduate students’ choice to study overseas.

---

<sup>237</sup> Original quote: Licen.17 – “[...] Eu gostaria de aprofundar os meus conhecimentos em inglês, mas isso não precisa necessariamente ser no exterior”.

GRAPH 4 – UNDERGRADUATE STUDENTS' FAVORITE PLACES TO STUDY ABROAD



SOURCE: Designed by the author.

It should be noted that only 20% of the students did not choose countries from the inner circle (KACHRU, 1996), so most of them believed that “Australia, Britain, Canada, Ireland and the USA” were the best places to visit and develop fluency, because it is implied that these places are the norm-providing (KACHRU, 1996, p. 138) countries. Some participants believed that language can be better developed if the person lives and practices the language *in loco*. Among their reasons to go abroad, it can be highlighted that they believed in ‘cliched slogans’ as “I believe that learning the language abroad is a legitimate reason”<sup>238</sup> (LICEN. 3, QUEST. 2017), or “immersion is the best way to acquire language”<sup>239</sup> (ACAD. 2, QUEST. 2017). Cultural benefits, meeting new people and places were also recurrent answers.

Stern (1983) defended that native speakers develop an intuitive and subconscious knowledge of the language. Nevertheless, for Cook “[l]anguage professionals often take for granted that the only appropriate models of a language’s use come from its native speakers” (COOK, 1999, p.185). Non-native English learners usually feel insecure of their own linguistic proficiency and demonstrate lack of self-confidence, they feel as if there was something missing in their learning and

<sup>238</sup> Original quote: Licen. 3 – “[...] eu acredito que é muito válida a aprendizagem a língua no exterior”.

<sup>239</sup> Original quote: Acad. 2 – “[...] eu acredito que a imersão na língua seria o melhor caminho para a aquisição”.

they try to compensate this lack of knowledge in some way. As I had already mentioned in this work, “[...] ‘Impostorhood’ describes a sense of personal inauthenticity in individuals who evidence achievement” (BERNAT, 2008, p.1). It is like a burden carried of non-nativity, the feeling of inadequacy to the desired model.

In contrast, there were students who pointed out the necessity of not being restricted to a limited single language model. For instance, Licen. 7 answered that it would be important for them “to discard the view that the professors at [name of the university] advocated, in those years, that only British or American English existed”<sup>240</sup> (LICEN. 7, QUEST. 2017). This student acknowledged that the English model taught at the university is the standard one. Another student stated that “[...] issues of language norm, I learned at the university or in language institutions; while I was there [abroad], I learned the colloquial / informal form of the language”<sup>241</sup> (LICEN.3, QUEST. 2017). At the same time that this participant reinforced the idea that the English taught at the university had followed the standard norm, he also demystified the idea that any person who learns English abroad has the opportunity of being in touch with formal English. It can be seen in the student’s account that he is aware of the fact that language changes according to place, audience and context of use. Therefore, I believe that although it was not a general perspective among the participant students, language diversity was present in their experiences and students would only have gains if the program presented them with English used in different parts of the globe, as expressed in Licen.11’s point of view when he states “[t]he good thing would be to get to know all the countries where English is spoken”<sup>242</sup> (LICEN. 11, QUEST. 2017). Despite the impossibility of “knowing all the countries where English is spoken”, allowing future teachers of English the contact with different uses of the language they will be teaching could help them deal with issues of right/wrong forms, language ownership and proficiency – to name just a few issues – with less epistemic violence and way more productively.

Indeed, I defend that, according to many scholars in the field of English as a Lingua Franca, such as Kemaloglu-Er and Bayyurt (2018), Jenkins (2015), Jordão

---

<sup>240</sup> Original quote: Licen. 7 – “[...] para acabar com a visão que a [nome da universidade] me deu, nesses anos, com algumas professoras passaram, que existia apenas o inglês britânico ou o inglês americano”.

<sup>241</sup> Original quote: Licen. 3 – “[...] questões de norma culta aprendi na universidade ou em cursos de idiomas, pois enquanto estive lá aprendi a forma coloquial / informal da língua”.

<sup>242</sup> Original quote: Licen. 11 – “[...] a ideia seria conhecer todos os países que falam inglês”.

(2014), new linguistic repertoires can be used and accepted, because non-native speakers develop their own ways of relating to the language in an intercultural, pragmatic competence in order to adapt to the contexts where they are present. Similarly, House (2013, p. 59) reinforces that “[...] ELF speakers are developing their own discourse strategies, speech act modifications, genres and communicative styles, reinterpreting linguistic expressions for their own benefit”.

Another interesting fact is that while undergraduate students had the impression that living abroad would solve all their language proficiency problems, some of them affirmed that they behaved differently in front of a native English speaker. They imagined the native speaker as the boogeyman, because they felt insecure in front of them and they were afraid of making mistakes. They mentioned phrases such as “I get stuck” or “I can’t talk” in the presence of a native speaker. Out of twenty-one undergraduate students, thirteen of them replied that they would react differently. Some reports suggested insecurity, fear of committing mistakes. They mentioned phrases such as “[...] I would be insecure”<sup>243</sup> (LICEN. 8, QUEST. 2017), “[...] I would be afraid of not being able to communicate”<sup>244</sup> (LICEN. 9, QUEST. 2017), or “[...] I usually get stuck when I have to speak, and I try to use grammar properly”<sup>245</sup> (LICEN. 4, QUEST. 2017). I concluded, from their responses, that they were reluctant to engage in conversation with native speakers based on the assumption that such speakers would have a deeper knowledge of the language than their professors or colleagues at university, and they would also be more attentive to language mistakes. As a consequence, undergraduate students felt insecure about their own ability to use English in communication. In this regard, Rajagopalan (2005), who has already studied anxieties of non-native English teachers in Brazil, advised that “[...] what really counts when it comes to assessing a teacher's self-confidence is not necessarily their actual, publicly attestable knowledge of the language, but rather the way they perceive themselves and rate their own fluency” (RAJAGOPALAN, 2005, p. 290). In his research, Rajagopalan (2005) testified that teacher educators presented lack of self-confidence while in contact with English native speakers. To overcome this problem, he proposed a discussion about

---

<sup>243</sup> Original quote: Licen. 8 – “[...] eu ficaria insegura”.

<sup>244</sup> Original quote: Licen. 9 – “[...] eu ficaria receosa de não ser capaz de me comunicar”.

<sup>245</sup> Original quote: Licen. 4 - “[...] Eu costumo travar na hora de falar e eu tento encontrar a gramática correta”.

the uses of English worldwide, in order to show them that, in a broad view, the profession of EFL teachers is ideologically inserted in a “global enterprise” (RAJAGOPALAN, 2005, p.292).

Thus, I really think that if students conceive English in a global perspective, as a contact language, used by speakers of different nationalities around the globe, and by speakers who are entitled to appropriate English and use it to their own communicational situations and purposes, they may feel more confident to express their ‘Brazilian English’ influenced by social, cultural and contextual peculiarities.

It is interesting to realize that, for some students, the image of the native speaker arouses curiosity, as stressed in this account:

Originally, the native speaker is like the women in romantic literature, who seems to be in a higher level than attainable, and therefore, he arouses greater curiosity and earns more respect than a non-native speaker (...) I expressed myself poorly in overestimating the native speaker. I just believe that he arouses curiosity, because he comes from a different culture<sup>246</sup> (LICEN. 11, QUEST. 2017).

First, the student idealized the image of the English native speaker, then he rephrased his speech, explained that the native speaker figure made him curious. In his point of view, the English native speaker’s cultural background was something that attracted his attention. Undoubtedly, the experience of living abroad can bring cultural and symbolic benefits to learners; however, critical reflection has to be stimulated in order to develop intercultural awareness, instead of blind acceptance of the norms and rules of the standard model of the native speaker. In this way, learners will be “[...] able to transcend the parochial confines of the native and target cultures by understanding and appreciating cultural diversity and pluralism thanks to the new language” (ALPTEKIN and ALPTEKIN, 1984, p. 19).

Another important topic was the reinforcement that studying abroad would bring cultural benefits to students (mentioned by five students), as in “I would learn about the culture of the place and improve my command of the language”<sup>247</sup> (LICEN. 1, QUEST. 2017). The belief that “studying language with native-speakers can be useful for apprentices” was mentioned by four students, for instance, in excerpts

---

<sup>246</sup> Original quote: Licen. 11 – “Originalmente, o falante nativo é como as mulheres da literatura romântica, que parece estar em um nível mais alto que o atingível e, portanto, ele nos causa maior curiosidade e respeito do que um não-nativo (...) eu me expressei mal em elevar o nativo. Eu só acredito que ele instiga a curiosidade, porque ele vem de uma cultura diferente”.

<sup>247</sup> Original quote: Licen. 1 – “[...] eu aprenderia também sobre a cultura do lugar e aperfeiçoaria a língua”.



such as “Learning with native speakers is completely different than with non-native ones, and I think it is important to experience the culture of others”<sup>248</sup> (LICEN. 2, QUEST. 2017); “It would certainly be a wonderful experience, in addition to using the language with native-speakers as well”<sup>249</sup> (LICEN. 12, QUEST. 2017) or “because they [[The USA and England]] are the English-speaking countries that I like, and I appreciate their respective literatures”<sup>250</sup> (LICEN. 9, QUEST. 2017). I realized that they mentioned aspects of culture, literature models, and the belief that the language used by native speakers was outstanding.

When students were asked if they found it important to have “high English proficiency to be an English teacher”, sixteen of them answered affirmatively. On the other hand, some students discussed the term “high proficiency”; so what is in fact high proficiency? For some students, a good class can be taught without the need for a high proficiency level. There were answers such as “[...] I think having a good level of English is essential, but I do not think that one needs to be an oral expert to teach, because when we start teaching at the lowest levels, we can continue to learn more and more by ourselves”<sup>251</sup> (ACAD. 1, INT. 2018). It seems that they were aware of the features involved in teaching-learning EFL and that the concept of proficiency will change according to each circumstance, students’ levels, year of study, age, environments, etc. That is to say, high proficiency level will not be necessary all the time, but teachers must try to study in advance before class to be prepared to answer students’ questions and master the grammar rules to be taught in each level. In this way, English language proficiency can become a target to be achieved.

### 5.2.1.3 Requirements for teachers

The last category in this thematic unit was **teacher’s proficiency requirements**.

---

<sup>248</sup> Original quote: Licen. 2 – “[...] aprender com nativos é muito diferente do que aprender com não-nativos, e considero muito importante vivenciar a cultura do outro”.

<sup>249</sup> Original quote: Licen. 12 – “[...] seria uma experiência maravilhosa, além do que usar a língua com falantes nativos também deve ser muito gratificante”.

<sup>250</sup> Original quote: Licen. 9 – “[...] porque são os países falantes de inglês (Inglaterra ou Estados Unidos) que eu mais gosto e aprecio suas respectivas literaturas”.

<sup>251</sup> Original quote: Acad. 1 – “[...] Eu acho que ter um bom nível de inglês é essencial, porém eu acho que não precisa ser um mestre dos falantes para dar aula, porque quando a gente começa dando aula nos níveis mais baixos, nós mesmos vamos aprendendo cada vez mais”.

In this category, students stressed the need for specific teacher education for teaching English as a second language, e.g., didactic strategies, knowledge of teaching approaches, expertise on the subject matter, etc. Some students complained that it is still common to hire a ‘general person’<sup>252</sup> to teach English in private English schools in Brazil, just because the reason that he/she lived abroad for some time. This attitude was criticized by students, especially because they thought that this ‘general person’ did not study nor properly prepare themselves for the job. In this way, I observed in the empirical data that, out of twenty-one interviewees, fourteen (66.7%) acknowledged differences in comparing a ‘general proficient person’ with a proficient teacher. Their answers showed that, comparatively, teachers have more experience than a general person as far as English teaching is concerned, since pre-service English teachers has specific courses for teacher education. They emphasized that it is not only about mastering the language, but there are some fundamental prerequisites for successful teaching, for instance, didactic and pedagogical practice and sensitivity to the students’ needs. Some of their accounts showed their opinions:

[...] you need a lot of things to be a proficient English teacher, like didactic issues, knowing how to teach a lesson, knowing if something is going to work or not with his students<sup>253</sup> (ACAD. 1, INT. 2018).

[...] the teacher needs tools to teach. I even had a discussion about that in the school where I work. They are hiring people from other fields who are proficient in English to teach students in the kindergarten. I do not agree with that! There is a whole didactic and pedagogical expertise that the teacher needs to have in order to work in the classroom<sup>254</sup> (LICEN. 13, INT. 2018).

On the other hand, five undergraduate students (out of twenty-one) replied that they would use the same requirements for analyzing the proficiency of a general person or of a teacher. In addition to the speaking ability, some of them highlighted that proficiency depends on agency and previous educational experiences, that is, the person’s own way of achieving goals.

---

<sup>252</sup> The idea of a “general person” here is connected with the idea, that even if the person does not have any didactic or pedagogical prepare to be a teacher, he can teach English, just because he lived abroad.

<sup>253</sup> Original quote: Acad. 1 – “[...] para um professor ser proficiente no ensino de língua inglesa, ele precisa de muito mais coisas, didática, compreender, saber como dar uma aula, saber se aquilo vai funcionar ou não para o seu aluno”.

<sup>254</sup> Original quote: Licen. 13 – “[...] o professor precisa de ferramentas para poder ensinar aquilo. Eu até tive uma discussão na escola esses dias sobre isso, que estão contratando nas escolas de educação infantil pessoas formadas em outras áreas que são proficientes na língua. Eu não concordo com isso! Há toda uma parte didática e pedagógica que o professor precisa saber para trabalhar dentro da sala de aula”.

[...] I believe that being proficient is knowing the language that you are speaking. No matter if you have a foreign accent, or how you will speak, but you need to know what it means to be able to answer the students' questions, if they ask you something, you have to know how to answer. I do not know if the fact that I had had the experience of living abroad helped me to get the job, because many students come to me and say: You lived in the United States, and I never said that before. So, I believe that it makes a difference for employers<sup>255</sup> (LICEN. 3, INT. 2018).

[...] I realize if a person has high proficiency when she can speak fluent English, and be good at all skills<sup>256</sup> (LICEN. 5, INT. 2018).

[...] I think that there is no difference between the proficiency of a general person and of a teacher, because a person does not even need training to achieve proficiency in English, in my opinion. (...) I think that when you commit and expose yourself to the language, you will automatically acquire much more knowledge. Because we live in Brazil, sometimes we do not have many opportunities to use the language<sup>257</sup> (LICEN. 8, INT. 2018).

In the first excerpt, Licen. 3 highlighted that language proficiency was intertwined with the capacity of communicating, no matter what kind of English is used. The capacity of mastering all the skills was pointed out in the second excerpt by Licen. 5. The last example showed that language is related to practice. In fact, if you are in contact with the language most of the time, if you practice, you are going to master it more easily than a person who does not have such a frequent contact; but the participant also believes that, in Brazil, we do not have the opportunity of interacting with English speakers in daily life. As a country that belongs to the expanding-circle in terms of Kachru's division (KACHRU, 1985), Brazil is geographically far from English-speaking nations, which it does not favor interlocutors to communicate in the target language as often.

Students seemed to be more demanding of teachers than of 'a general person' when thinking about language proficiency because, more than a perfect accent, they have pedagogical and didactic knowledge, they use multiple approaches and techniques to teach, they have this sensitivity of realizing what students need, and they try to figure out the students' knowledge gaps in the classroom.

---

<sup>255</sup> Original quote: Licen. 3 – “[...] Eu acredito que ter proficiência é você ter conhecimento da língua que está falando. Não importam questões de sotaque, ou como você vai falar, mas você ter conhecimento do que significa para poder sanar as dúvidas dos alunos. Se eles te perguntarem alguma coisa, você saber como responder. Eu não sei se o fato de eu ter a experiência de ter morado no exterior possibilitou a minha vaga, porque muitos alunos chegam e falam: você morou nos Estados Unidos, e eu nunca falei (...). Eu acredito que para o empregador faz diferença”.

<sup>256</sup> Original quote: Licen. 5 – “[...] Eu percebo se uma pessoa tem alta proficiência se ela conseguir conversar fluentemente em inglês, ser boa em todas as habilidades”.

<sup>257</sup> Original quote: Licen. 8 – “[...] eu acho que a proficiência de uma pessoa comum e de um professor não tem diferença, porque uma pessoa qualquer nem precisa ter formação para alcançar proficiência no inglês, na minha opinião. (...) Eu acho que quando você se obriga e se expor mais à língua, automaticamente você vai adquirir muito mais conhecimento. Aqui, como a gente está no Brasil, às vezes você não tem muitas oportunidades de usar a língua”.

I believe that the idealization of the native speaker still brings repercussions to the students' pedagogical practices. I argue that it is important to discuss the proficiency construct in higher education, to reflect the power relations involved in the teaching-learning process, to critically discuss the fluid, multisemiotic nature of EL, so that this learning can become inclusive instead of exclusive for language users. This kind of problematization will help students understand how EFL is practiced in elementary and high schools in Brazil. Students will face different kinds of learners in schools, hence the way students conceive language and proficiency will interfere in their identities, values and actions.

### 5.2.2 Teacher educators

In the proficiency thematic unit, professors answered a total of nine questions, six from the questionnaire and three from the interview.

TABLE 9 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – PROFICIENCY – TEACHER EDUCATORS

CONTENT ANALYSIS			
TEACHER EDUCATORS	thematic unit	Sources	Questions
	Proficiency	Questionnaire	4. What level of proficiency is required to teach English? Justify your answer.
			5. How would you describe the English used by your students in English Language classes at the university?
			6. How do you feel about your students' use of the English in the following points: speaking, writing, listening, reading, grammar, vocabulary, pair work, individual work, autonomy.
			8. Are there differences in the English language taught by a native or a non-native? Why?
			9. Do you think there should be native English-speaking professors at the university? Why?
			11. How do you work with students' different proficiency levels in the classroom? Explain.
		Interview	5. What level of English proficiency is required for someone to be an English teacher? Why?
			6. How do you define or identify the level of proficiency of an English teacher? What elements do you take into consideration when thinking about the proficiency level of an English teacher?
			7. Do you believe that the English major in which you teach develops this proficiency level in students? Do you think it could be possibly developed? What would need to be changed in the major to this end?).

--	--	--	--

SOURCE: Designed by the author.

The categories that arose from the “proficiency” thematic unit, from teacher educators were: 1) **proficiency**, where I will focus on the difficulty of treating the proficiency construct, and dealing with the heterogeneity of level of proficiency in English among students; 2) **heterogeneity**, where I will focus on the heterogeneity of level of proficiency in English among students; 3) **native speakerism**, where I will focus on the favoritism of non-native teacher educators. I will comment on each of these categories in the subsequent subsections.

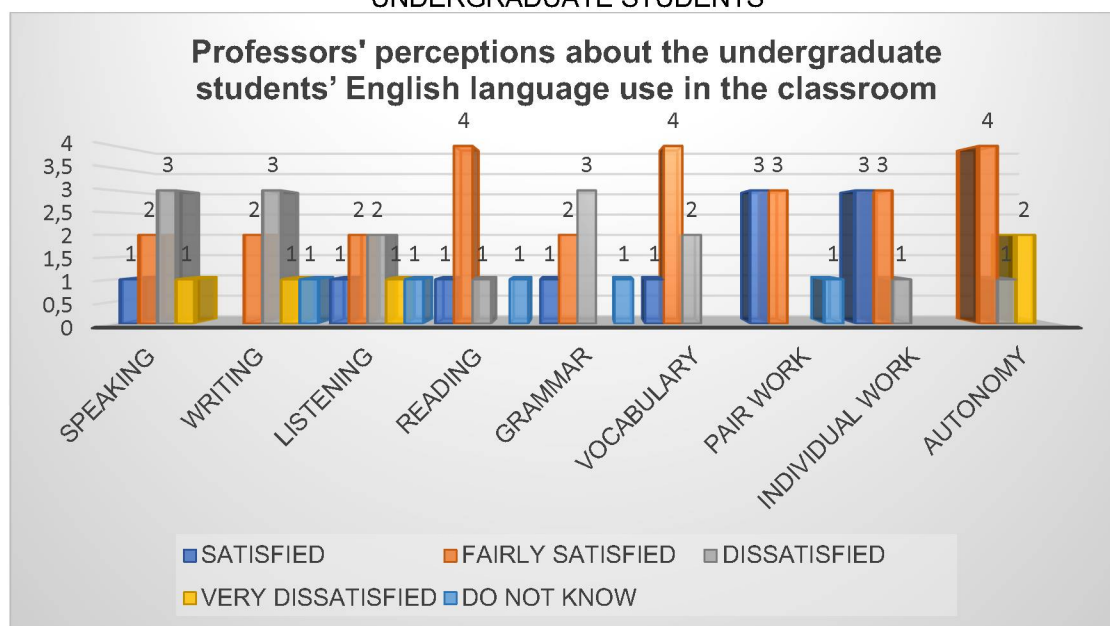
#### 5.2.2.1 Proficiency

I could observe that there was no consensus among participants over issues regarding proficiency. For all of them – proficiency is a complex issue; for this reason the first category was created. Teacher educators claimed that it is difficult to talk about students’ proficiency, because there are too many interrelated features involved in the process of teaching-learning English as a second language, hence proficiency is only one of them, and it has many different dimensions. All professors mentioned that undergraduate students come to the university with different English backgrounds. They also noticed that the students’ knowledge of English during elementary and high school was low most of the time, and when students came to the university with advanced levels, it was due to the fact that they had taken complementary courses in private language schools. Professors also complained that when students entered university, there was no placement test, so they were placed in the same classroom regardless of their individual proficiency levels. For such professors, this made their work more difficult, because they could not expect a “homogenous” level of English for each group, and they stressed that it was difficult to manage differences in the students’ level of English in the classroom. It was clear, in their comments, how strong the influence of the CLT approach has been: their desire for a homogenous classroom, for harmony and control made them feel frustrated with the reality they faced with their students. By facing heterogeneity as productive, and realizing how students different linguistic and cultural backgrounds

can contribute to their learning of English, they would not only cope with the instability found in every classroom (since people are different, cultures and knowledges are never the same, people always react differently to their interactions), but would also realize that there are many variables involved in EL learning and students have their own ways and paces for learning.

When professors were asked to express their opinions about the use of EL by undergraduate students in class, in the sixth question of the questionnaire, they indicated their opinions by choosing one of the answer options in the table: very satisfied, satisfied, fairly satisfied, dissatisfied, very dissatisfied. The graph below shows the results.

GRAPH 5 – TEACHER EDUCATORS' OPINIONS ON THE USE OF ENGLISH LANGUAGE BY UNDERGRADUATE STUDENTS



SOURCE: Designed by the author.

As can be seen in the graph, four of them (out of seven) were fairly satisfied with their undergraduate students' use of English in reading and vocabulary; students learning autonomy was also seen as fairly satisfactory by these teacher educators. Also, three of them considered their undergraduate students' use of English in speaking, writing and grammar usage to be unsatisfactory. Three of them were dissatisfied with the students' knowledge of grammar. Two of them were very dissatisfied with the students' autonomy. They also considered that students were dependent and had difficulty performing activities without the support of the teacher

educators. It should be noted that one professor decided not to express her opinion regarding specific language abilities (writing, listening, reading), knowledge of grammar, and pair work, because she reported that, in her course, she did not use EL all the time, because it was a course on Pedagogical Practice, and she discussed texts in Portuguese and English as well.

I understand that this is a fragmented view of language, which considers four separate skills, and it needs to be revised in face of how languages have been redefined from the Saussurean model towards a more holistic, contextual, situated and at the same time global view from the perspective of bilingual language users. This moves away from the monolingual orientation that has been guiding all the industry and practices around English language teaching in the contemporary world: more recently, from what has been called a “translingual turn” (LEE, 2016, ALVAREZ, 2016), it has been emphasized that literacy practices are changing because of the economic, social, political and technological era (KALANTIZIS and COPE, 2009; NEW LONDON GROUP, 1996). Language has been conceptualized in a holistic way, so instead of continuing dominant standard models in foreign language learning, generally spread through textbook materials, the teacher can open up new possibilities through exploration of semiotic modes and ICTs, in a perspective in which the role of language teachers is that of a bricoleur, i.e., someone who mixes old and new possibilities like scaffolds for the assembly of emergent practices that can appear in the classroom.

Even though I have this holistic view of language and do not consider language from the perspective of separate abilities, I decided to ask my research participants questions about the four skills in the questionnaire, because I thought that teacher educators and undergraduate students could be more familiar with this view of language and teaching; therefore, by referring to language proficiency from a perspective that was familiar to them, I would be able to access their perceptions their perceptions more directly.

As to teaching English, the majority of teacher educators considered that aspects such as context, individuals’ main goals and students’ ‘distinctive attributes’ must be considered, as shown in the transcription below.

[...] I believe that everything will depend on some aspects involved in the teaching-learning process of English Language: the educational context, the teaching objectives, the students’ learning characteristics. In terms of the Brazilian reality, if we take as an example the English classes in schools that are located in less favored or extremely poor communities, perhaps it is not

exactly the proficiency level of those who teach that is the determining factor for an effective work with English language<sup>258</sup> (PROF. 5, QUEST. 2017).

Indeed, the English teaching process involves a variety of features that directly influence the learner's language learning process and proficiency. According to Canagarajah (2006, p. 20), in a paper published in 2006 but still very pertinent to the contemporary scene, when looking at English teaching from a multilingual orientation "[...] Teachers would [now] plan lessons that not only offer more resources for proficiency but also enable a self-reflexive understanding (for teachers as well as students) of what language learning involves". In my opinion, in addition to thinking about the variables that are involved in the teaching-learning process, professors need to be aware of the ideology that underpins such variables and, naturally, of their own teaching situation as a whole. Why are these students learning English? What are they going to do with this language? Makoni and Pennycook (2007) conceive language as a social, political and historical construct that can be *disinvented* and *reconstituted* according to the local language ecology. In this way, it is important to "[...] rethink the ways how we look at the languages in their relationship with identity, geographical location and other social practices"<sup>259</sup> (MAKONI; PENNYCOOK; SEVERO, 2015, p.11). By the same token, Kumaravadivelu (1994, p. 33) defends that teacher educators have a dual role as producers of language learning opportunities. They can choose between their role of

[...] planners of teaching acts and their role as mediators of learning acts. The former involves a priori judgement based on, among other things, learners' level of proficiency and general learning objectives, whereas the latter involves an ongoing assessment of how well learners cope with the developing classroom event.

In this way, teacher educators need to understand the undergraduate students' learning experiences and environments in order to help them establish their main objectives and inductively help them find their own language learning strategies. Thus, I interpret Prof. 5's excerpt as if he believes that, in addition to considering the

---

<sup>258</sup> Original quote: Prof. 5 – "[...] Acredito que tudo dependerá de alguns aspectos envolvidos no processo de ensino/aprendizagem da LI: do contexto educacional, dos objetivos de tal ensino, das características dos próprios aprendizes. Pensando a realidade brasileira, se tomamos como exemplo aulas de inglês em escolas que se situam em comunidades menos favorecidas ou extremamente carentes, talvez não seja exatamente o nível de proficiência de quem ensina que seja o fator determinante para que aconteça aí um trabalho com a LI significativo".

<sup>259</sup> Original quote: "[...] repensar as maneiras como olhamos para as línguas na sua relação com identidade, localização geográfica e outras práticas sociais".



aspects involved in the teaching-learning process, the teacher needs to be sensitized to the purposes for which the students of the Brazilian public schools learn a foreign language, that is, to think critically about language teaching and learning so that it can have an inclusive role and make sense in students' lives. From this perspective, I believe that the most important thing is not to offer a prescriptive proficiency pattern, but realize how students use language as a form of empowerment, how they make use of the “[...] ability to learn, not only to adapt [themselves], but above all to transform reality, to intervene on it”<sup>260</sup> (FREIRE, 1988, p. 69).

Another key point that can be related to Prof. 5's mention is the importance of integrating the general context with learners' own ways of learning, because learning / teaching must be reflected in a social, ecological perspective, focusing on context-based activities and students' meaningful learning experiences. It is not only about observing the context in which practices take place, but also about considering how such practices relate to wider social, cultural, political and economic dimensions of life, so that we are able “[...] to survive in the instability of social practices, to act upon them and share with others what we have learned in the words lived in social practice”<sup>261</sup> (JORDÃO, 2011, p.273).

In order to understand the meaning of “context” in accordance to the multiliteracies and ELF perspectives, we should revisit Makoni and Pennycook's idea of “disinventing and reconstructing languages” (MAKONI; PENNYCOOK, 2007, p.1), challenge preconceived conceptions, and understand language as a hybrid, socially and politically constructed space. In this way, thinking about EL in contemporary times means seeking for how multilingual speakers communicate and construct meanings in global and local spaces, while considering social, cultural and political relations. In this sense, it does not mean analyzing language only in specific places, but rather analyze “[...] how language is used as it is being acquired through interaction, and used resourcefully, contingently and contextually” (FIRTH; WAGNER, 1997, p. 296). Thus, my idea of ‘context’ is in agreement with that of Jordão and Marques (2018), who understand context in a broader sense, beyond that of a ‘situation of use’. In their own words, “[...] context, therefore, points not only

---

<sup>260</sup> Original quote: “[...] capacidade de aprender, não apenas para [nos] adaptar, mas sobretudo para transformar a realidade, para nela intervir”.

<sup>261</sup> Original quote: “[...] sobreviver na instabilidade das práticas sociais, agir sobre elas e compartilhar com outros o que aprendemos nas palavras vividas na prática social”.

at physical space or degrees of formality of particular cultures, but also at affective, historical, cognitive, spatial, perceptual, material, representational dimensions of our ontologies and epistemologies, of how interlocutors understand and thus have their interactional practices constructed” (JORDÃO; MARQUES, 2018, p. 55). In addition, Pennycook (2010b) argues against the idea that “[...] places and contexts are understood in terms of the scenery in which language occurs” (PENNYCOOK, 2010b, p. 61), hence he defends that a more productive way to think about what language is from an ecologic perspective, in which it is interesting to realize “[...] how language practices are involved in the creation of our surroundings” (ibidem, p.92).

Another interesting aspect raised by teacher educators was the concern about *language pedagogy*<sup>262</sup>. In Prof.3’s view, “[...] language proficiency and didactic knowledge are essential to language teachers”<sup>263</sup> (PROF.3, QUEST. 2017). Prof. 4 also emphasized that “[...] It is not only knowledge of language, but of didactics, of language approaches, of second language learning theories, then all this knowledge is essential to teacher education, because he needs to know how the student learns a second or third language”<sup>264</sup> (PROF. 4, INT. 2018). In this regard, Borges (2010, p. 409) affirms that “[...] methods (and approaches) are important to assist, direct and strengthen and, even, let flow intuitive pedagogy (methodology) of language teachers”. Through a set of didactic strategies, teachers can take advantage of “[...] techniques, procedures, strategies, and methods to enhance the teaching process for students to approach - in a wide, deep, and significant manner - knowledge in the process of acquisition of English as a foreign language” (NAVARRO; PIÑEIRO, 2012, p. 234).

#### 5.2.2.2 Heterogeneity

When teacher educators were asked how they would identify students' proficiency levels in the program, they addressed topics such as heterogeneity of English level among students and commitment. Despite the recognition that

---

<sup>262</sup> Original quote: Conhecimento didático.

<sup>263</sup> Original quote: Prof. 3 – “[...] A proficiência de língua e conhecimento didático são essenciais para professores de línguas”.

<sup>264</sup> Original quote: Prof. 4 – “[...] Não é só a questão de conhecimento de língua, mas de didática, de abordagens de língua, de teorias de aprendizagem da segunda língua, então todos esses conhecimentos são imprescindíveis à formação do professor, porque ele precisa saber como o aluno aprende uma segunda ou terceira língua”.

freshmen's proficiency levels are getting better, teacher educators recognized the importance of creating strategies to develop these students' learning during the program. The following excerpt shows Prof 5's answer.

I would say that there is a great deal of heterogeneity as regards the level of proficiency in English of students attending [name of the university], but the students' proficiency level has improved over the last few years, although below our expectations in terms of what we would like them to know when they are finishing their major<sup>265</sup> (PROF. 5, QUEST. 2017).

This professor pointed out that there were different levels of English among students in the classroom. The students' proficiency levels had improved, but less than expected, in her point of view. Another professor emphasized that "[...] The immanent heterogeneity in the classroom needs multiple perspectives, with materials, models of language teaching and diverse assessment processes"<sup>266</sup> (PROF.1, QUEST. 2017). From her perspective, teacher educators try to compensate difficulties through 'multiple sights' – didactic strategies – to students' linguistic-communicative problems. In order to solve this lack of knowledge, teacher educators usually try to bring complementary exercises to class, and to involve students in English tutoring projects. For example, Prof. 2 stated: "[...] I think it is important that students participate in many projects like PIBIC<sup>267</sup>, or [name of the languages project] at the university"<sup>268</sup> (PROF.2, INT, 2018); Prof. 4 said that "[...] we have [name of another language project] at the university"<sup>269</sup> (PROF. 4. QUEST. 2017). In their views, the involvement of students in projects help them get confidence and develop collaborative work. They also talked about different strategies that can be used to help students overcome their difficulties, e.g., selection of materials, diversified methodologies and individualized approaches:

---

<sup>265</sup> Original quote: Prof. 5 – “[...] Eu diria que há uma enorme heterogeneidade no que concerne a proficiência dos alunos de LI na [nome da universidade]. Mas, o nível de proficiência dos aprendizes tem melhorado nos últimos anos, apesar de ainda ficar muito aquém do que desejaríamos quando estão finalizando o curso de Letras”.

<sup>266</sup> Original quote: Prof. 1 – “[...] A heterogeneidade imanente em sala de aula necessita de olhares múltiplos, com materiais, modelos de ensino de línguas e processos avaliativos diversos”.

<sup>267</sup> PIBIC – Programa Institucional de Bolsas de Iniciação Científica (Institutional Scientific Scholarship Program).

<sup>268</sup> Original quote: Prof. 2 – “[...] Eu acho que é importante que os alunos participarem em muitos projetos como o PIBIC, ou [nome do projeto de línguas] na universidade”.

<sup>269</sup> Original quote: Prof. 4 – “[...] nós temos o [nome de outro projeto de línguas] na universidade”.

[...] I try to demand more from the students who learn the language more easily, and I suggest websites and exercises or other extra support material to students who have more difficulty<sup>270</sup> (PROF. 3, QUEST. 2017).

[...] I talk to my students on a one-on-one basis, and try to point out areas of the language that they should invest more in. I suggest websites that they can use to improve their English. In every feedback I give them after a test, I also point to areas that they should improve. Sometimes, I feel that the students who are more proficient are disadvantaged over those who have a lower level of language proficiency. I think I need to attend a workshop about it<sup>271</sup> (PROF. 6, QUEST. 2017).

These excerpts show that the teacher educators are looking for strategies to deal with their students' difficulties. It should be noted that when the participant emphasized that "students who are more proficient are disadvantaged over those who have a lower level of language proficiency" (PROF. 6, QUEST. 2017), it seemed that this professor still believed that there must be a 'desired model of proficiency' to be achieved in the classroom. I believe that learning happens differently among students, especially considering that newcomers to public universities come from different socio-economic classes. As I had already argued in chapter 4.2, I believe that insisting on a single model of proficiency is to perpetuate the hegemonic culture, reinforcing the idea that the language used by non-native speakers is deficient in comparison to the one of native speakers, who would set the parameters of the model. In this sense, I think that classroom differences can be indicators for the teacher to observe the classroom culture, his own methodology, and the available resources to stimulate his students, because each group will have its own learning style. I also believe that it is also important to observe the students' needs and teacher educators' own practices to overcome problems of language learning because,

[...] Teachers and educators of second or foreign language have commonly complained about the unsatisfactory language proficiency of second or foreign language learners, which has led second or foreign language researchers to attempt to determine the sources of the problem and potential improvements. Much effort has been devoted to investigating the most appropriate and proficient teaching and learning of English (KUNASARAPHAN, 2015, p. 1854).

---

<sup>270</sup> Original quote: Prof. 3 – "[...] eu procuro exigir mais dos alunos com mais facilidade com a língua, e dou sugestões de sites e exercícios ou outro material de apoio extra para os alunos com mais dificuldade".

<sup>271</sup> Original quote: Prof. 6 – "[...] eu converso individualmente com os alunos e procuro apontar áreas da língua em que devem investir mais. Sugiro websites onde podem melhorar seu inglês. Em cada prova que faço, também aponto áreas em que devem melhorar. Às vezes, sinto que os alunos que tem mais proficiência ficam prejudicados por conta dos que tem menor nível linguístico. Acho que preciso fazer um workshop sobre isso".

I would say that it would be important for teacher educators to revisit their own concepts of language, learning, proficiency and intelligibility, when they think about language proficiency. Moreover, reflecting on proficiency involves teacher educators' willingness to reassess their own methodologies, their students' needs and their background knowledge as well; in short, their literacy practices and repertoires.

Siding with Canagarajah (2006), I consider that the concepts of assessment and proficiency need to be rethought in globalized times. According to the author, the traditional model of proficiency based on the native speaker is not enough to account for the multilingual relations that we are having in the contemporary world. Canagarajah (2006) argues that the assumption of conceiving proficiency from the inner-circle perspective does not predict the possible relationships that may exist between communities belonging to the outer and expanding circles. In this panorama, it is important to conceive proficiency by accepting the possibility of understanding language interaction between different communities, with negotiated cultural-linguistic rules and with intelligibility established as a principle of mutual understanding. I think that the process of communicating in multilingual contexts does not mean it is an easy process, but it is useful for those who want to share a common lingua franca, and the parties involved are willing to negotiate meanings.

The language learning process involves many factors that must be observed in classes, including personal, psychological and motivational factors. In this regard, Kumaravadivelu (2003, p.28) points out that

[...] since language learning and teaching needs, wants, and situations are unpredictably numerous, no idealized method can visualize all the variables in advance in order to provide situation-specific suggestions that practicing teachers sorely need to tackle the challenges they confront every day on their professional lives.

Moreover, I think it is important to realize how students conceptualize language, practice it in their contexts and visualize that their action as teachers causes an impact on their environment, because there are social, political and cultural aspects involved in language teaching-learning. In this regard, Pennycook (2010b, p. 10) emphasizes that "[t]o look at language as a practice is to view language as an activity rather than a system we draw on, as a material part of social and cultural life rather than an abstract entity".

Another point stressed by Prof. 6 is the necessity of investment, as shown in the excerpt "[...] I talk to my students on a one-on-one basis and try to point out areas

of the language that they should 'invest' more in" (PROF. 6, QUEST. 2017). This report of the participant made me refer to Norton's questions when she discusses the notion of investment: "What is the learner's investment in the target language? How is the learner's relationship to the target language socially and historically constructed?" (NORTON, 1997, p. 411). Norton's concept of investment "[...] complements the psychological construct of motivation in SLA [second language acquisition]". (NORTON; TOOHEY, 2011, p. 415). In her point of view, identities change under the influence of social, cultural and economic changes, as well as learners' commitment to language learning. Inspired by Bourdieu's (1977) work of associating identity and symbolic power, Norton associated investment with the human agency and the language that is socio-historically constructed (NORTON; TOOHEY, 2011). From this perspective, learners invest in language learning as a way of getting access to symbolic power and materials. According to the mentioned authors, "[t]he construct of investment seeks to make a meaningful connection between a learner's desire and commitment to learn a language, and the language practices of the classroom or community" (NORTON; TOOHEY, 2011, p. 415). When Norton developed the concept of investment, she did not foresee the accelerated changes of the technological world, multilingual relations and mobility possibilities. To rethink the concept of investment in face of the complexity of the contemporary world, with changes in ICTs and multilingual communication, and changes in contexts, Darwin and Norton (2015) have broadened the concept of investment by establishing relationships among identity, capital and ideology. In this view, it is possible to critically understand "[...] how microstructures of power in communicative events are indexical of ideological structures that impact communicative practices and other social processes" (DE COSTA; NORTON, 2016, p. 588). I believe that the reflection on the investment construct proposed by Norton enables English teachers to reflect on their identities – under constant construction – by looking into the exercise of agency and the practice of the language in a sociocultural context permeated by power relations.

Still within the heterogeneity category, I can mention teacher educators' complaints about students' "lack of autonomy", as outlined below by two participants.

[...] students have no autonomy to try to learn more than is taught in class<sup>272</sup> (PROF. 4, INT. 2017).

[...] I hold discussions about how and why the English language is learned and taught in many contexts so that from these experiences can help my undergraduate students realize that they are responsible for their teacher education, and that they need to invest in their teacher education and that they can be autonomous during this process<sup>273</sup> (PROF. 7, QUEST. 2018).

Both of them mentioned their concern about students' autonomy. Some teacher educators also noted that undergraduate students are still dependent on their teacher educators' command and they cannot perform activities without their help. They have shown to be interested in revising their practices for the sake of being better teachers. However, they pointed out the need for this process to be a two-way road, that is, students also need to establish goals to progress as a professional. It seemed that Prof. 7 was interested in discussing on "[...] how and why the English language is learned and taught in many contexts so that from these experiences can help my undergraduate students realize that they are responsible for their teacher education" (PROF. 7, QUEST. 2017). This participant is concerned about students' teacher education and their commitment to improve their learning. In this view, I believe that teacher educators could engage their students in collaborative work, making them aware of their own possibilities of learning. The complexity of language learning involves power relations, an awareness of the socio-economic-cultural contexts in which students are inserted. Thus, I understand the success of language learning is related to Norton's "concept of investment, motivation" (NORTON; TOOHEY, 2011). In this perspective, I believe that teacher educators and undergraduate students could work together. Teacher educators could be engaged in discovering students' needs, helping students discover their own learning paths and providing them with the available resources for improving their learning. On the other hand, undergraduate students could develop their autonomy, engaging in new learning practices, discovering learning strengths, making an effort to overcome difficulties in English learning.

---

<sup>272</sup> Original quote: Prof. 4 – "[...] Os alunos não têm autonomia de buscar aprender mais do que é ensinado em sala".

<sup>273</sup> Original quote: Prof. 7 – "[...] Eu faço discussões sobre como e por que a Língua Inglesa é aprendida e ensinada em vários contextos. Para que a partir dessas experiências os graduandos possam ver que eles/as são responsáveis pela sua formação, e que há necessidade de investimento na sua formação e que possam ser autônomos durante esse processo".

Another aspect raised by the teacher educators was the commitment of other faculty members and government to the quality of education in higher education. In Prof. 7's point of view, what guarantees the success of the English major is "[...] the commitment and preparedness of teacher educators working at the [name of the university], as well as the commitment of the higher education institution and the government's public policies"<sup>274</sup> (PROF. 7, QUEST. 2017). This participant believes that there are some important variables that influence changes in education, including investments coming from government and public policies. Dourado (2015) defends that policies and institutions could work together in favor of changes in education. For this reason, Dourado (2015, p. 307) stresses that

[...] the new National Curricular Guidelines [Diretrizes Curriculares Nacionais - DCEs] emphasize the organicity required in the education process and its institutionalization because it is understood that the training project must be designed and developed through the liaison with the institution of higher education and the system of education and basic education institutions, involving the consolidation of State and District Permanent Forums to Support Teacher Education, in cooperation and collaboration<sup>275</sup>.

In my view, the creation of single learning models instituted by public policies may not be able to cope with the complexity of contingent, contextualized, local practices. The purpose of educational public policies has to be analyzed critically, especially in what concerns neoliberal hegemonic practices, whose objective is to perpetuate and "guarantee the standardization of knowledge" (MACIEL, 2011, 254). I believe that language learning development in Brazil depends on several factors, as Jordão (2010) points out; it involves human resources (lack of skills and subject knowledge of teachers and students – since teachers need teacher education and the students of the lower classes do not have the necessary literacy for language learning); structural resources (inadequate infrastructure and equipment, big groups in classrooms, etc.) and financial resources (little investment from public policies, lack of family involvement, etc.). The success of learning involves, therefore, the

---

<sup>274</sup> Original quote: Prof. 7 – “[...] o comprometimento e a formação de professores que trabalham como docentes na [nome da universidade], bem como o comprometimento da universidade e dos órgãos governamentais e das políticas públicas”.

<sup>275</sup> Original quote: “[...] as novas DCNs enfatizam a necessária organicidade no processo formativo e sua institucionalização ao entender que o projeto de formação deve ser elaborado e desenvolvido por meio da articulação entre a instituição de educação superior e o sistema de ensino e instituições de educação básica, envolvendo a consolidação de Fóruns Estaduais e Distrital Permanentes de Apoio à Formação Docente, em regime de cooperação e colaboração”.



interconnection of all these factors, and learners, in the postcolonial view, could reflect critically language and educational policies in order to resist or act in their local context.

Moreover, when teacher educators were questioned if they believed that the major developed the desired level of proficiency in the students, the problem of dual diploma qualification was raised, that is to say, the student will major in Portuguese and English languages, so teacher educators complain that the workload is not enough to educate students properly.

As the major offers only a dual teaching degree, Portuguese-English, the student who has a lower level of proficiency in English, ends up dedicating more to the ability to teach Portuguese than English and, consequently, gives up studying English in depth. The excerpts below show the points of view of Prof. 4 and Prof. 5.

[...] I believe that we (professors) try to do our best to develop, but the English course hours, that is, four hours per week, are still insufficient. And as I can see, when observing my students, is that some of them love English, they study it properly, but some are just here because they want to teach Portuguese, so they do not like English and they are doing the course because they are obliged to do it; then these students do not have this autonomy of trying to learn more than what is taught in class<sup>276</sup> (PROF. 4, INT. 2018).

[...] What happens nowadays within the Portuguese-English major in which I work is that we continue to have a heterogeneous classroom in terms of the students' previous knowledge of English, heterogeneity in terms of motivations; we question why these students are doing the major, because not everyone wants to be a teacher, for most of my students, we have a compulsory dual-degree major, which makes our audience to be characterized by many students who are not here to be English teachers, students who take it in the bargain, as an obligation, because they cannot do only the Portuguese major<sup>277</sup> (PROF. 5, INT. 2018).

Both of them emphasized the problem of curricula that prioritize dual teaching degree in the Languages and Literature majors. Duarte and Oliveira (2018) argue about the linguistic and teaching implications of having dual teaching degree in universities in

---

<sup>276</sup> Original quote: Prof. 4 – “[...] Eu acredito que nós professores tentamos fazer o máximo para desenvolver, mas a carga horária, por mais que seja quatro horas por semana, ainda é pequena. E pelo que eu vejo pelos meus alunos, alguns gostam muito de inglês, esses se dedicam, e alguns vêm aqui porque querem fazer português, então eles não gostam de inglês, e estão fazendo porque são obrigados, então estes alunos não têm essa autonomia de buscar aprender mais do que é ensinado em sala”.

<sup>277</sup> Original quote: Prof. 5 – “[...] O que acontece hoje dentro do curso de Letras em que eu atuo, é a gente continuar tendo uma heterogenia de alunos em termos do seu conhecimento prévio da língua inglesa, heterogenia em termos de motivações, questionando por quê esses alunos estão no curso de Letras, porque nem todos querem ser professores, para a maioria dos meus alunos, nós temos um curso de licenciatura dupla obrigatório, o que faz com que o nosso público se caracterize com muitos alunos que não estão aqui para serem professores de inglês, que levam de lambuja, de bandeja, de obrigação porque eles não podem fazer habilitação só em português”.

Brazil. The authors defend that the curricular flexibilization<sup>278</sup> allows the courses to meet the different needs of the target audience of each Brazilian region, as proposed by the National Curricular Guidelines for Languages Courses [*Diretrizes Curriculares Nacionais para os Cursos de Letras – DCNL*], published in the report Parecer CNE/CES 492/2001. However, Paiva (2004, 2005) also pointed out that for most of the Language majors in Brazil, the contents of the Portuguese language are more privileged than those of the foreign language. By the same token, Quadros-Zamboni (2015, p. 120) asserted that

[...] the supremacy of the Portuguese language and related subjects in the English teacher education promotes the occupation of spaces that should be filled by the specific training of English, in theoretical and pedagogical terms, and this formative gap is, in my view, extremely harmful to the English language preservice-teacher education<sup>279</sup>.

As Quadros-Zamboni asserts, some majors devote more hours to Portuguese instead of English teaching. In this respect, Duarte and Oliveira (2018, p. 679) affirm that “[...] it would be interesting to at least set a percentage of minimum hours for working with the foreign language, which would not be less than half the total workload of the course”<sup>280</sup>. Of course, the number of hours dedicated to a subject per se does not guarantee learning to effectively take place, but it indicates the institutional importance given to certain courses and sends a clear signal of such importance to the community as a whole. Thus, teacher educators feel uneasy, with limited influence on students’ learning of English.

Regarding public policies, Couto (2013, p.164) advocates that

[...] the question of the quality that we achieve for teaching, in addition to being related to teacher education, depends on other variables and dimensions. My conclusion is that it is also necessary to institutionalize a

---

<sup>278</sup> The National Curricular Guidelines for Languages Courses [*Diretrizes Curriculares Nacionais para os Cursos de Letras – DCNL*], allow the ‘flexibility of the curriculum’, that is, it proposes a defined timetable in the course to be fulfilled in compulsory subjects and the rest in disciplines of diversification and deepening (flexible disciplines) that can be chosen by the students during the major. Regarding the division of hours of the participant major, 41.9% of them are assigned to general training subjects, 14.3% of the hours refer to the practical courses, 21.5% of the hours are designated for specific professional training, 12.2 % of the hours are planned for supervised internship activities, 6% of the hours refer to complementary activities and 4.1% of the hours are planned for the diversified subjects.

<sup>279</sup> Original quote: “[...] a supremacia das disciplinas de língua portuguesa e afins na formação do professor de inglês promove a ocupação de espaços que deveriam estar sendo preenchidos pela formação específica em língua inglesa, em termos teóricos e pedagógicos e essa lacuna formativa é, ao meu ver, extremamente prejudicial à formação do aluno-professor de língua inglesa”.

<sup>280</sup> Original quote: “[...] seria interessante pelo menos fixar um percentual de horas mínimas para o trabalho com a língua estrangeira, que não fosse inferior à metade da carga horária total do curso”.

teaching culture, both in the public policies of our country and in the institutional policies of each higher education institution<sup>281</sup>.

In fact, in a scenario of constant change, it is expected that there would be synergy between public policies, pedagogical proposals for teacher education and the adequacy of curricula for the development of epistemological knowledge at university. In other words, if English is the most used language in globalized times, it is embedded in literacy practices and it is the privileged means of communication of multilingual speakers, and this set of factors causes changes to educational settings, to English teacher education and to public policies. While these changes can be positive (facilitating connectivity and intercultural exchanges, for example), they can also be negative (excluding non-English speakers from the picture, for example), so it is important to be aware of the homogenizing drive that may be behind the spread of English in contemporaneity. Kubota (2002, p. 13) noted that “[w]hile globalization projects the image of diversity, it also implies cultural homogenization influenced by global standardization of economic activities and a flow of cultural goods from the center to the periphery”. In this sense, I believe that professors and students must reflect on public policies, educational reforms and discuss the role of EL embedded in socio-cultural contexts, as well as reflect on linguistic theories that involve multiliteracies, multimodality and ICTs as proposed in the official Brazilian document Nacional Curricular Guidelines for High Schools [Orientações Curriculares Nacionais para o Ensino Médio] (BRASIL, 2006) and in the National Teacher Education Project – New Literacies, multiliteracies and foreign languages<sup>282</sup> (MONTE MÓR; MENEZES DE SOUZA, 2009), because these theories and documents contribute to teacher education in Brazil. I believe that it is important to observe how language educational reforms and public policies have been institutionalized to promote social inclusion, because as Jordão (2009) defends the idea that

[...] those who know English are allowed to engage in dialogue with larger educational perspectives, such as the possibility to interpolate multiple representational processes and the transformation of such representations,

---

<sup>281</sup> Original quote: “[...] a questão da qualidade que conseguimos para o ensino, além de estar relacionada com a formação docente, depende de outras variáveis e dimensões. A conclusão a qual chego é que é também necessária a institucionalização de uma cultura da docência, tanto nas políticas públicas de nosso país quanto nas políticas institucionais de cada IES”.

<sup>282</sup> “Projeto Nacional de Formação de Professores “Novos letramentos, multiletramentos e línguas estrangeiras”.

the construction of new ways of knowing, of new forms of national and global development (JORDÃO, 2009, p. 97).

I would say that through access to cultural capital, evidenced by the use of English language in contexts of use, learners interact in their social world with other interlocutors, engage in socially constructed practices, and construct meanings in the world in which they live.

### 5.2.2.3 Native speakerism

The last category from the proficiency theme came about from the professors heated defense of non-native professors. The participants demonstrated that they are more focused on the quality of the course, the professor's commitment, the background in Applied Linguistics, than the teacher's birth certificate, that is, proof that he is a native speaker for recognition of his linguistic competence. For most of them, being a native speaker does not mean quality in English teaching, so the professors reported more positive than negative aspects of having non-native speaker professors in the program. Some of them pointed that the simple idea of being a native speaker does not mean that learning-teaching process will be efficient. Some professors answered by affirming that

[...] Being a native speaker is not a guarantee of being a good teacher, professional, etc. The mastery of language seems to be behind the idea of a native speaker teacher<sup>283</sup> (PROF. 2, QUEST. 2017).

[...] I do not see this criterion as determinant for choosing a faculty member in a language major<sup>284</sup> (PROF. 5, QUEST. 2017).

It seems that in Prof. 2's opinion, the native speaker concept is linked to power, that is to say, "ownership as legitimacy as a speaker" (HIGGINS, 2003, p. 616). This concept of ownership was developed by Norton (1997, apud Higgins, 2003, p. 621) to understand second language acquisition among immigrants in Canada. Norton defended that "if learners of English cannot claim ownership of a language, they might not consider themselves legitimate speakers of that language" (NORTON, 1997, p. 422). Surely, there is a widespread dichotomy between native and non-native-English-speaking teachers (MAUM, 2002) and the discussion about their competency, discrimination and employment requirements have increased.

---

<sup>283</sup> Original quote: Prof. 2 – "[...] Ser professor falante nativo não é garantia de ser um bom professor, profissional, etc. O domínio da língua que parece estar por trás da ideia de professor falante nativo".

<sup>284</sup> Original quote: Prof. 5 – "[...] Não concebo este critério como sendo determinante para se considerar na escolha do corpo docente de um curso de Letras".

Canagarajah (2011) argues about the problems concerning the native speaker fallacy. He emphasizes that

[...] Language teaching is an art, a science, and a skill that requires complex pedagogical preparation and practice. Therefore, not all speakers may make good teachers of their first language. On the other hand, it is possible to make a case that speakers with multilingual competence, even in situation where the language is a foreign or second language, may make successful language teachers (CANAGARAJAH, 2011, p.80).

As pointed by the author, not all native English speaker teachers become good educators. Also, multilingual teachers are more willing to develop metalinguistic awareness, and willingness to understand the students' linguistic backgrounds.

Another positive aspect raised by two professors is the fact that non-native teachers can better understand the students' relationship with the foreign language: "[...] The non-native teacher probably understands more clearly the possible difficulties that students have gone through or will experience while learning a foreign language"<sup>285</sup> (PROF. 3, QUEST 2017). Non-native speaker teachers have been described as usually suffering from the "impostor syndrome" (BERNAT, 2008), i.e., feeling that there is always something missing; he is always in desperate need to improve their knowledge of language – they set the aim of using language "like a native" –, but they feel frustrated for never being able to reach that aim, as they cannot be a native speaker of English. The author explains that non-native students of English usually make a negative self-evaluation, questioning their own language efficacy during the languages course at university or during the practicum experience; they emphasize that the teacher's attitude is essential to develop students' self-confidence, discuss language usage in different contexts and help students overcome this deficit model set on their minds. As Rajagopalan (2005, p. 287) asserts, "[...] there is still a lot of work to be done by way of empowering the NNSTs<sup>286</sup> and encouraging them to rethink their own roles in EFL". In this sense, it is of paramount importance that professors themselves develop their own self-confidence about English. I believe that being ELF-aware can help teachers and learners in that direction, as discussed in chapter 4 and in section 5.3 below.

---

<sup>285</sup> Original quote: Prof. 3 – "[...] O professor não-nativo provavelmente entende melhor as possíveis dificuldades pelas quais os alunos passaram ou passarão no aprendizado de uma língua estrangeira".

<sup>286</sup> Non-native speaker teachers.

Moussu and Llurda (2008) have argued that, for language teaching, the idealized view of native speaker has a lot of contradictions in itself, so “[...] the myth of the native speaker as the ideal teacher has been deconstructed through showing the lack of substantial evidence behind such a concept” (MOUSSU; LLURDA, 2008, p.316). The authors also criticized the dichotomy between the native speaker versus the non-native speaker, because it does not consider the interconnection between language teaching and the local context where it occurs.

I believe that, from the perspective of ELF, language can be conceived while taking into account the diverse cultural and linguistic backgrounds of any classroom, including the ones described as “monolingual”; this way communication must be thought contextually, and “good language” is what is intelligible to language users. In this way, I agree with Kemaloglu-Er and Bayyurt (2018, p. 15) when they affirm that

[...] ELF-awareness should be integrated into the whole curriculum with courses harmonizing intensive critical reflection, personal experimentation and reflective interaction. In these courses, pre-service teachers should be exposed to intense theoretical and/or practice-based training about ELF and ELF-aware pedagogy, and encouraged to critically question their established beliefs through reflective reading, writing, teaching and interaction.

I also think that if teacher educators highlight, for themselves and their students, that non-native speaker teachers have “[...] certain qualities that [monolingual] native speakers of English do not possess” (MEDGYES, 1994, apud MOUSSU; LLURDA, 2008, p. 330), such as the knowledge of students first language and a shared culture with them, such confidence can come to be. About this matter, Prof. 2 (QUEST. 2017) also advocated that “[...] having the same native language and going through the same English learning process is a great advantage for the non-native teacher”<sup>287</sup>. In the same line of thinking, another participant defended that in spite of knowing more linguistic varieties, a native speaker “[...] may not well understand the specificities of the learning process of Brazilian students”<sup>288</sup> (PROF. 5, QUEST. 2017). On the other hand, one of the professors answered that the presence of a native speaker professor in the English program can be culturally positive “[...] in the sense of demystifying stereotypes that are created in terms of the

---

<sup>287</sup> Original quote: Prof. 2 – “[...] ter a mesma língua nativa dos alunos, ter passado pelo processo de aprender a língua inglesa é uma grande vantagem para o professor não-nativo.

<sup>288</sup> Original quote: Prof. 5 – “[...] pode não compreender bem as especificidades do processo de aprendizagem das alunas brasileiras”.

culture and social practices of certain countries”<sup>289</sup> (PROF. 6, QUEST. 2017). Later, in the interview, I asked her what kind of stereotypes she was talking about, and she replied that “[...] some people in Brazil believe that Americans are proud, imperialist, they have that native speaker attitude, but this idea changed here in the major, when we received some Fulbright English teaching assistants (ETA). Professors and students saw that these Americans were ordinary people like us”<sup>290</sup> (PROF. 6, INT. 2018). Thus, this professor stressed that some beliefs can change in the presence of the native speaker. In fact, it seems that the native speaker still plays a role in this participant’s imaginary, as a person who represents the cultural and social ideology. I would say that trying to disregard the idea of the native speaker as a standard provider is complex, because it means not following models and revisiting concepts of identity, language and community.

Two professors defended the positive side of sharing experiences with other teachers, whether native or non-native speakers of English, because they could collaborate in teacher education culturally and linguistically. They highlighted the importance of making partnerships with researchers and institutions abroad in order to share experiences and improve their cultural background.

[...] I believe that exchange with foreign teachers, natives or non-natives, can be beneficial both for students and teachers, as it leads us to envision new contexts, lifestyles, cultures, etc., and it opens doors to collaborative projects and exchanges<sup>291</sup> (PROF. 3, QUEST. 2017).

[...] I believe that we are qualified to teach a class effectively, but visiting scholars, like the ones who came as English teaching assistants through [CAPES]<sup>292</sup> and FULBRIGHT<sup>293</sup>, can foster interesting possibilities, because they encourage students to have contact with native speakers<sup>294</sup> (PROF. 4, QUEST. 2017).

---

<sup>289</sup> Original quote: Prof. 6 – “[...] no sentido de desmistificar estereótipos que se criam em relação à cultura e às práticas sociais de certos países”.

<sup>290</sup> Original quote: Prof. 6 – “[...] algumas pessoas no Brasil acreditam que os Americanos são orgulhosos, imperialistas, que eles têm essa pose de falante nativo, mas essa ideia mudou quando nós recebemos alguns English teaching assistants (ETA) da Fulbright aqui no curso. Professores e alunos viram que esses Americanos são pessoas comuns como nós”.

<sup>291</sup> Original quote: Prof. 3 – “[...] acredito que a troca com professores estrangeiros, nativos ou não-nativos, possa ser benéfica tanto para alunos quanto para professores, pois nos leva a vislumbrar novos contextos, estilos de vida, culturas, etc., e abre portas para intercâmbios e projetos conjuntos”.

<sup>292</sup> CAPES – Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – The Coordination for the Improvement of Higher Education Personnel is a Brazilian Federal Agency for support and evaluation of graduate education, linked to Brazilian Ministry of Education.

<sup>293</sup> The Fulbright program offers grants to graduate students to study at the graduate level in the United States. Brazilian students and teachers are also eligible for the Fulbright Foreign Language Teaching Assistant Program. Available at: <<https://eca.state.gov/fulbright/country/brazil>> Retrieved on April 2019.

<sup>294</sup> Original quote: Prof. 4 – “[...] acredito que somos capacitados para dar uma aula eficiente, mas professores convidados bolsistas, como no caso dos ETA (English teaching assistants) da CAPES,

For these professors, being in touch with foreign language teachers, native or non-native speakers, and developing partnerships, can be meaningful culturally and pedagogically, because students can be engaged in international projects.

### 5.2.3 Reflecting on undergraduate students and teacher educators' answers about proficiency

Regarding the proficiency theme, I could observe that language proficiency was a sensitive topic for both undergraduate students and teacher educators. Both seemed to be aware that there are many variables involved in the study of proficiency, such as language knowledge, the use of resources, background knowledge, learning context, social issues (such as who has access to which language), policies (for what and for whom English language is taught), among other aspects.

There was a strong influence of the communicative approach in their comments on what it takes to be a good language teacher. The idea of mastering language skills and following a predetermined model in language learning seemed to prevail. The native versus non-native dichotomy inhabited the imagination of both groups of participants. Siding with Jordão (2019, forthcoming) I would say that one of the problems non-native English teachers face in developing a sense of belonging to English, in acquiring a sense of legitimacy for teaching this language is linked to how they conceive language. Their reference seemed to be the native model and the standard language associated with it.

Teacher educators also seemed to worry about students' different levels of linguistic proficiency as a problem to be solved, referring to the deficit model and the need for students to overcome such purported deficit. However, from the ELF perspective I adopt here, there is no proficiency model to follow, and the heterogeneity in the absence of a single model can therefore be understood as an advantage: it establishes a context where norms have to be negotiated locally and practices conceptualized as always plural, contextualized, contingent.

While students and teachers seem to expect mastery of language skills when they talk about the kind of knowledge that a "good teacher" should have, when

---

FULBRIGHT, podem ser possibilidades interessantes, pois incentivam os alunos a terem contato com nativos".



referring to oral interaction they seem more flexible and open to adhere to the perspective of English as a *lingua franca*. It seemed they were more prepared to accept the constant negotiation of meanings and the use of different communicative strategies to negotiate their meanings in situations of oral, face-to-face misunderstandings, emphasizing that communicability is a two-way street. However, they did not seem to have the same attitude when it came to written language. There was a concern to identify mistakes and correct them following the normative language perspective.

### 5.3 ELF

Changes in languages, technology and the way people communicate have interfered in education and identities. Because of globalization and changes brought about by ICTs, English has become a global language, a *lingua franca*, used by people in many areas all over the world. In some places, “English is regarded as a language of power, success and prestige” (GRADDOL, 1997, p.2); however, it is essential to reflect on the hegemonic nature of the English language and be aware of “[...] the way one language dominates others, with anglocentricity and professionalism as the central ELT mechanisms operating within structure in which unequal power and resource allocation is effected and legitimated” (PHILLIPSON, 1992, p. 54).

It can be seen that most English language teaching is still focused on the monolithic view guided by inner circle countries (KACHRU, 1985), but back in the end of the 1990's, Graddol predicted that “[...] the number of people who speak English as a second language will exceed the number of native speakers” (GRADDOL, 1997, p.2). This situation was confirmed in *The English effect* report (BRITISH COUNCIL, 2013) at present. According to the document, “[...] non-native speakers now far outnumber native speakers – already at an estimated ratio of 4:1, which can only grow” (BRITISH COUNCIL, 2013, p.4). In this way, it is fair to problematize the uses of English as a global language at university, because the “[...] English as spoken in Outer Circle communities is not deficient but is systematic in its own way. To appreciate this fact, we have to stop comparing these post-colonial uses of English with native speaker norms” (KACHRU, apud CANAGARAJAH, 2013a, p. 59).

Research on ELF has increased in the last decades, but English had served as a lingua franca in many places for a long time since the sixteenth century (JENKINS; COGO; DEWEY, 2011). Different perspectives of ELF have been brought by authors all over the world (JORDÃO, 2014; FRIEDRICH and MATSUDA, 2010; JENKINS, COGO; DEWEY, 2011; CANAGARAJAH, 2007, WIDDOWSON, 2018), and there is no consensus among authors regarding the conceptualization and understanding of what ELF is. For some authors, it can be considered as a contact language; for others, it is a language used in business (JENKINS; COGO; DEWEY, 2011), and for others, it is a function of what is widely recognized as the English language (MACKENZIE, 2014; FRIEDRICH and MATSUDA, 2010, SARACENI, 2008).

ELF has been an issue especially after the beginning of the 21<sup>st</sup> century. ELF research can be divided into two views in Applied Linguistics, as advocated by Mauranen (2018, p.8). The first view considers interactions among non-native speakers with authors such as Firth (1996) and House (1999), and the second perspective takes into account English used by native and non-native speakers, as shown in the studies of Seidlhofer (2004) and Jenkins (2007).

At the beginning, ELF was focused on finding the core, phonological and phonetic linguistic characteristics thought to be shared by multilingual English speakers (JENKINS, 2000; SEIDLHOFER, 2004). More recently, Jenkins (2015) presented an overview of ELF conceptualization changes divided into three phases:

The first phase, 'ELF 1', focused on forms, and envisaged the possibility of identifying and maybe codifying ELF varieties. In the second phase, 'ELF 2', the focus shifted to ELF's variability, acknowledging this, in light of new empirical data, as one of ELF's defining features. (...) In 'ELF 3', the focus moves again, this time away from ELF as the framework to ELF within a framework of multilingualism (JENKINS, 2015, p. 77).

Jenkins, Cogo and Dewey (2011, p. 286), in the article "Review of developments in research into ELF", explain that ELF research can be done at a "[...] range of linguistic levels, particularly lexis, lexicogrammar, pronunciation and pragmatics". The referred authors explain that researchers such as Firth (1996) and House (1999) focused their attention on pragmatics. The former author studied ELF communication among non-native speakers of English and the latter observed ELF in a classroom simulation. Firth observed communication among non-native speakers

to talk about some misunderstandings and grammar problems that he denominated as “anomalies and infelicities” (FIRTH, 1996, p. 239).

English has become the most prevailing lingua franca, used in intercultural communication, and communication between non-native speakers is more common than between native speakers (SIFAKIS, 2014b; CANAGARAJAH, 2005). In this view, I conceive English as a widespread, fluid contact language. I understand ELF not as a variety, but as a ‘function’ (FRIEDRICH; MATSUDA, 2010, p. 20) that English performs in multilingual contexts, or in interactive way, as a “[...] transcultural communication among multilingual English speakers, who will make use of their full linguistic repertoires as appropriate in the context of any specific interaction” (JENKINS, 2018, p. 601).

Under these circumstances, in this research, I conceptualize ELF as a fluid, dynamic language, linked to the translingual perspective, considering professors and students as translingual speakers, who negotiate meanings in interactions from language repertoires according to their experiences, values and interests (CANAGARAJAH, 2014). This perspective does not allow dichotomies or models, but it involves negotiation of meanings, as Jordão and Marques (2018, p. 58) points out,

[...] learning and teaching English from an ELF perspective means we switch focus from institutionalized grammar rules to the encouragement of negotiation from diverse grammars and linguacultural collections that emerge from each and every communicative encounter in English.

In this research, some situations of use of English were presented to the participants. The research participants were all non-native students and teacher educators; some were ELF-aware, while others were non-ELF aware (SIFAKIS, 2014a). In this perspective, the third thematic unit explored in data was related to English as lingua franca. This section will focus on various dimensions of the topic that were visible in the research data.

### 5.3.1 Undergraduate students

In this unit, the analysis will focus on students’ answers to three interview questions, as shown in the Table 10.

TABLE 10 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – ELF – UNDERGRADUATE STUDENTS

CONTENT ANALYSIS			
UNDERGRADUATE STUDENTS	Thematic unit	Source	Questions
	English as a Lingua Franca	Interview	5. Inside or outside the classroom, in the interaction with other users of the English language, how do you react when you face a "misunderstanding" (oral, auditory, writing, reading) in communication?
			6. Do you think your knowledge of the Portuguese language influences the way you learn English? And vice versa? Please, explain.
			9. What are the positive and negative aspects of teaching English as a foreign language or as a lingua franca?

SOURCE: Designed by the author.

The categories that arose from the “ELF” thematic unit, from undergraduate students were: 1) **communication strategies**, where I will focus on students reports on situations they faced in communication; 2) **repertoire**, focusing on the influence of Portuguese in English learning; 3) **(un)familiarity with ELF**, focusing on difficulties in clarifying the concept.

#### 5.3.1.1 Communication strategies

In the first category – the use of communication strategies –, I focus on students’ reports on situations when they faced problems in communication and tried to overcome them in different ways. Their reports confirmed that they used a wide range of communication strategies involving compensation or stalling to overcome the obstacles, including paraphrasing, speaking more slowly, translating, etc. They also mentioned trying to use a variety of semiotic resources when attempting to communicate, e.g., pictorial tools, gestures, objects, media, etc.

They all showed sensitivity to students' difficulties and willingness to help their interlocutors. They acknowledged that some misunderstandings could be solved if the teacher takes advantage of “multimodal texts”<sup>295</sup> (GEE, 2010, p.194) e.g., pictures, drawings and strategies, for example mimetic gestures. The reports below show some of the students’ answers.

<sup>295</sup> Multimodal texts are texts that combine different modes like language, images, music, symbols, etc.

[...] I think we try in many ways, maybe gesturing (...) sometimes I show a photo or something else to make the person understand<sup>296</sup> (ACAD. 1, INT. 2018)

[...] I try to adapt. I have always tried to give another example, using everything I could in the classroom, if I had something to show, if I could draw something, but I tried my best not to translate<sup>297</sup>. (LICEN. 14, INT. 2018)

In the interviews, students were willing to look for strategies to solve communication problems in the classroom, such as paraphrasing, using keywords or body language. Concerning the use of strategies and ecological resources in interactions, Khubchandani (1997, apud CANAGARAJAH, 2011, p. 405) defends that multilingual interactions can be improved by “gestures, tone, setting, objects, and interpersonal strategies for interpretative clues”. The excerpts below show some of the participants’ arguments.

[...] When students cannot understand, I try to speak more slowly or translate some keywords, give examples. When it happens to me, I ask the person to repeat and speak more slowly. I partially demonstrate that I do not understand. When we have misunderstandings among them, I try to help, we always have to pay attention to what is happening and see if everyone is at the same pace<sup>298</sup>. (ACAD. 3, INT. 2018)

[...] When it happens to me it is much simpler, let's say, because you can use other strategies, like always paraphrasing, which you may be using to say the same thing you wanted, there are synonyms that can come to mind, there are structures, for example "I mean ..." when you correct yourself, then there are several strategies that you can use to take the train of thought. Now, when you're going to teach that to your students, it's a bit more complicated, I always worked with my students and told them that when they searched for a word and could not get the exact word, they can use gestures, the importance of paraphrasing. I have taught some structures that they can use to paraphrase sentences, but it is a long process and depends much more on the student than on the teacher, it depends on how much he looks for new vocabulary<sup>299</sup>. (LICEN. 11, INT. 2018)

---

<sup>296</sup> Original quote: Acad. 1 – “[...] eu acho que a gente tenta de vários jeitos, quem sabe gesticular (...) as vezes eu tenho que apelar para uma foto ou alguma outra coisa para a pessoa entender”.

<sup>297</sup> Original quote: Licen. 14 – “Eu procuro adaptar. Eu sempre procurava dar outro tipo de exemplo, utilizando tudo o que eu conseguia na sala de aula, se tinha algum objeto para mostrar, se eu poderia desenhar alguma coisa, mas eu tentava o máximo não traduzir”.

<sup>298</sup> Original quote: Acad. 3 – “[...] Quando os alunos não conseguem entender, eu procuro falar mais devagar ou traduzir alguma palavra chave, fazer ilustrações. Quando acontece comigo, eu peço para a pessoa repetir e falar mais devagar, demonstro parcialmente que eu não entendi. Entre eles eu tento ajudá-los, a gente sempre tem que estar prestando atenção no que está acontecendo e ver se todos estão no mesmo ritmo”.

<sup>299</sup> Original quote: Licen. 11 – “[...] Quando sou eu é bem mais simples, digamos assim, porque você pode utilizar de outras estratégias, sempre tem *paraphrasing*, que você pode estar utilizando para dizer a mesma coisa que você queria, existem sinônimos que podem vir à mente, existem estruturas, por exemplo “I mean...”, quando você se auto corrige, então existem várias estratégias que você pode utilizar para retomar o fio da meada. Agora, quando você vai ensinar isso para os alunos, é um pouco mais complicado, eu sempre trabalhava mímica com os alunos e falava para eles que quando procurassem uma palavra e não conseguissem a palavra exata, que usassem a mímica, sempre falava para eles a importância de parafrasear. Eu tenho ensinado algumas

In both excerpts, the participants explained that in face-to-face interaction situations, they used some communication strategies to convey meaning, and these strategies were more recurrent when they realized that there was a breakdown in communication. In the first excerpt, when Acad. 3 had some problem in verbal communication, he/she asked for repetition – “I ask the person to repeat” (ACAD. 3, INT. 2018) – or used some compensatory strategy, for example, asking for clarification – “[Can you] speak more slowly?” (ACAD. 3, INT. 2018) – to understand the message.

Communication strategies have been studied by many authors seeking to understand communication in a foreign language (MARIANI, 2010; RASTEGAR and GOHARI, 2016; ROSAS MALDONADO, 2016; AHMED and PAWAR, 2018). Such studies show that students, and speakers in general, usually use communication strategies in order to help interlocutors in language misunderstandings.

Putri (2013, p. 130-131) divided the communication strategies into three categories according to the Taxonomy of Communication<sup>300</sup>: a) Avoidance or reduction strategies<sup>301</sup>; b) achievement or compensatory strategies<sup>302</sup>; c) stalling or time gaining strategies<sup>303</sup>. Some of these strategies presented by Putri (2013) can be seen in Licen. 11's excerpt. When the participant mentioned the use of “paraphrasing” and “synonyms” (LICEN. 11, INT. 2018), they were examples of ‘achievement or compensatory’ strategies. The student also gave an example of hesitation, for example, “I mean...” (LICEN. 11, INT. 2018) as a ‘time gaining’ strategy. Licen. 11 showed some concern about his students' difficulties in oral interaction, so he mentioned the need to look for new vocabulary to help students' comprehension, and he also explained that he found it difficult to explain these strategies to students. In his own words, “[...] when you're going to teach that to the students, it's a bit more complicated”; he emphasized that teaching communication

---

estruturas que eles podem usar para parafrasear frases, mas é um processo longo e que depende muito mais do aluno do que do professor, depende de quanto ele vai atrás de novos vocabulários”.

<sup>300</sup> The taxonomy of communication strategies was proposed by Bialystok (1990) and adapted from Varadi (1973), Tarone (1977), and Faerch and Kasper (1983).

<sup>301</sup> There are two avoidance or reduction strategies described by Putri (2013): message abandonment and topic avoidance.

<sup>302</sup> Putri (2013) presents nine achievement or compensatory strategies: circumlocution; paraphrasing; use of all-purpose words; word-coinage; use of non-linguistic means; literal translation; foreignizing; code switching; appeal for help.

<sup>303</sup> For stalling or time gaining strategies, Putri (2013) presented the use of fillers or hesitation devices.

strategies to students was a long process, because it depends on students' vocabulary knowledge as well.

Different perspectives appeared in their reports about oral misunderstandings. Most of them were concerned about understanding what, where and why misunderstandings happened. "[...] I try to understand what happened there, why this misunderstanding occurred, but I do not correct it, I try to understand why it happened"<sup>304</sup> (LICEN. 3, INT. 2018). Likewise, Licen. 6 tried to understand the person's effort to communicate, when he mentioned "[...] I think you really have to make sure you understand what the person is trying to tell you"<sup>305</sup>. Mauranen defends that "[a] misunderstanding is a potential breakdown point in conversation, or at least a kind of communicative turbulence. Misunderstandings may arise despite participants' communicative and interactive skills" (MAURANEN, 2006, p.128). In fact, for many scholars of translingual orientations such as (PENNYCOOK, 2017b; CENOZ, 2019 CANAGARAJAH, 2013) misunderstandings are natural and probable occurrences in communication – thus the importance of having a wide repertoire of meaning-making practices. The following excerpts show the students' different perspectives about phonological differences that they realize.

[...] in orality, if I have a student who is speaking /'ap(ə)/ instead of /'æpl/, nowadays, as an experienced teacher, I do not think I should correct him all the time, because it is English as a lingua franca, each one speaks in a different way, in Portuguese some speak the word milk as 'leite', others as 'leiti', and so on, it is the same thing. There are things that are okay, but I think grammar is more important to be corrected than picking on students' pronunciation<sup>306</sup> (LICEN. 1, INT. 2018).

[...] if it is in the classroom, the person really needs to learn, and if the error is very repetitive, for example a mispronunciation, which is very compromising, if it can cause a misunderstanding, I do not correct him immediately, I let him speak and then I tell him to pay attention at some point, I go back to the blackboard, explain, because in a way, the student is there to learn, he wants to learn how to speak, not correctly, but in a way that he can be understood<sup>307</sup> (ACAD. 4, INT. 2018).

---

<sup>304</sup> Original quote: Licen. 3 – “[...] eu tento entender o que aconteceu ali, por que ocorreu esse desentendimento, mas eu não corrijo, tento entender por que ele aconteceu”.

<sup>305</sup> Original quote: Licen. 6 – “[...] eu acho que realmente você tem que se certificar do que a pessoa está tentando te dizer”.

<sup>306</sup> Original quote: Licen. 1 – “[...] na oralidade, se eu tenho um aluno que está falando /'ap(ə)/ (com som de a) ao invés de /'æpl/, agora, com a minha maturidade, eu não acho que devo corrigir ele o tempo todo, porque é inglês como língua franca, cada um fala de uma forma, no português uns falam leite (com som de e), outros leite (com som de i), e assim por diante, é a mesma coisa (...) Há coisas que ok, mas eu acho que gramática é mais importante de ser corrigido do que eu ficar pegando no pé da pronúncia do aluno”.

<sup>307</sup> Original quote: Acad. 4 – “[...] se for em sala de aula, a pessoa realmente precisa aprender, e o erro for muito repetitivo, por exemplo um erro de pronúncia, que é bem comprometedor, que pode

It can be noticed that Licen. 1 was more flexible about students' pronunciation in the classroom, when he answered "[...] if I have a student who is speaking /'ap(ə)l/ instead of /'æpl /, nowadays, as an experienced teacher, I do not think I should correct him all the time, because it is English as a lingua franca, each one speaks in a different way". According to researchers of multilingual settings, phonological misunderstandings are negotiated in interaction and in such contexts "[...] intelligibility is achieved despite individual differences because interlocutors negotiate on equal footing to co-construct meaning". (ROBERTS; CANAGARAJAH, 2009, apud CANAGARAJAH, 2011, p. 408). The idea of "equal footing", despite ignoring power relations always present in human interactions, implies that the dichotomy native vs. non-native no longer dictates who is right or wrong, who needs to adjust their language to the that of others. ELF takes such real-life contexts as a reference, and therefore it attributes the responsibility for meaning-making and intelligibility to all participants (SIFAKIS et al, 2018; RAJADURAI, 2007)

I believe that the way a person conceives language will inform their vision of what is norm, deviation and intelligibility. In the ELF perspective, differences in pronunciation are not seen as deviations. It can even be said that there is no such thing as "deviation of the norm", since norms are negotiated in each moment of interaction. Every communicative interaction is legitimate and marked by socio-cultural features.

Furthermore, Licen. 1 also pointed out that even in Brazil, an "apparently monolingual"<sup>308</sup> country, people commonly have different accents in Portuguese, as shown in the excerpt, "[...] in Portuguese some people speak the word milk as 'leite', others as 'leiti'" (LICEN. 1, INT. 2018). As to variation in accents, Munro et al (2006, p. 67-68) emphasize that "foreign accents are a common, normal aspect of second language acquisition". Accents reflect the students' sociocultural identities, so "there is nothing wrong with a Brazilian accent" (BARCELOS, 2003, p. 20). In the ELF perspective, accents are not seen as defective, since different ways of speaking can be seen as part of intercultural communication, as an expression of language users'

---

causar um mal entendido, eu não corrijo na hora, eu deixo ela falar e depois eu falo para prestar atenção em certo ponto, volto para o quadro, porque de certa forma, o aluno está lá para aprender, ele quer aprender a falar, não certo, mas de uma maneira que ele seja compreendido".

<sup>308</sup> It is known that the language institutionalized in the Brazilian territory is the Portuguese Language; however, according to Oliveira (2009) there are many languages spoken in Brazil, not only aboriginal languages, but also a variety of languages spoken by immigrants.



identities; therefore, it is important to problematize English language teaching taking into account students' social cultural backgrounds, values and identities.

On the other hand, Licen.1 and Acad. 4 emphasized that grammatical errors need to be corrected, as in the excerpts “[...] I think grammar is more important to be corrected than picking on students’ pronunciation” (LICEN. 1, INT, 2008) or if “[...] the error is very repetitive, (...), I do not correct him immediately, I let him speak and then I tell him to pay attention at some point, I go back to the blackboard, explain (...)” (ACAD.4, INT. 2018). In the structuralist view of language, any situation that escapes the norm is considered an error, a deviation. In this sense, an intelligible text would be the one that is “grammatically” correct. It is undeniable that the main reference of most second language courses and language teaching curricula in Brazil is the monolingual view of English that supports CLT. Jenkins and Leung (2019) argue that ELT programs still focus in the US and the UK models, leaving aside the sociolinguistic possibilities of the rest of the world. In the excerpts of the two students mentioned above, it can be seen that students were somewhat concerned about normativity. Licen. 1 and Acad. 4 agreed that teachers can be more flexible in pronunciation assessment, adopting the “let it pass” strategy (FIRTH, 1996), but they also emphasized that some grammar errors cannot be left behind. It seems that they are more flexible to accept the naturalness of oral misunderstandings; however, in evaluation exercises and written essays. they are more conservative, and maybe more reluctant to accept students’ errors.

In ELF post-normative view, speakers usually use accommodation strategies to facilitate interaction and to adapt to the communicative circumstance. In this regard, Cogo (2009, p.255) points out that “[a]ccommodating to certain shared variants in the local context, rather than conforming to some ideal notion of correctness, may not only ensure intelligibility between interlocutors, but also signal solidarity between them”.

Discussions about the ELF interaction possibilities among native and nonnative speakers can help students understand the inherent unpredictability of social practices in the globalization era. Many researchers have focused their attention on how English users negotiate meaning in the ELF interaction (FIRTH, 1996; BJÖRKMAN, 2011; HOUSE, 2009; COOK, 2016). This discussion helps professors and learners understand the relationship among language, context of use and social interaction. House (2009, p. 141) adverts that “[...] we need a new kind of

interactive pragmatics approach, involving the revision of key concepts and tenets that may have guided English language research practices in the past”.

The debate on ELF interaction and accommodation strategies can take place in agreement with Firth’s (1996) “let-it-pass” and “make-it-normal” strategies. Firth (1996) analyzed phone conversations among international business workers and he realized that when speakers spoke an unclear word or expression (usually non-standard forms) in interaction, their interlocutors decided to wait calmly for more clues, ignoring temporarily the problematic situation and negotiate meaning instead of asking for clarification. He called this a “let-it-pass” strategy. In another situation, Firth observed that when the hearer faced a lexical or grammatical feature that was not considered normative for native speakers, the hearer tried to treat the non-clear usage as normal, achieving communicative success, instead of asking for reformulation. This strategy was called “make-it-normal” (FIRTH, 1996; CANAGARAJAH, 2014). Problematizing these strategies in the classroom can help students and professors deal with misunderstandings.

#### 5.3.1.2 Repertoire

The second category is related to repertoire. I could realize students’ awareness of cross-linguistic influence when the undergraduate students were asked if their knowledge of Portuguese could have influenced their learning of English. I realized that sixteen students (out of 21 students) recognized that Portuguese influences English learning. In the students’ point of view, language transfer can be positive, increasing learners’ knowledge of English, as they find similarities between languages. Conversely, it can be negative when it brings problems concerning phonology, orthography, morphology, syntax, etc. In this respect, Denizer (2017) acknowledges that students’ L1<sup>309</sup> will certainly influence L2. In the ELF perspective, the relationship between languages is not seen as restrictive, but as inclusive in the repertoires of language users. Linking this idea with the multiliteracies theory, I could say that language users take advantage of all semiotic modes available for meaning-

---

<sup>309</sup> “I am aware that thinking in different languages is less productive than thinking in the concept of repertoire, as I explain in chapter 4, but since the notion of languages as distinct entities still functions as an important construct, I will use here the distinction of the traditional acquisition theories, and the CLT, between L1 – mother tongue and L2 – foreign language”.

making. As Canagarajah (2013a, p.8) asserts “[...] the languages mesh in transformative ways, generating new meanings and grammars”.

Based on the accounts of the students who answered that their knowledge of Portuguese has negative effects on their English, the next example, spoken by Acad. 1, is an example of the fact that he realized that students usually transfer their knowledge of Portuguese in order to understand English. In the undergraduate student’s point of view, the act of comparing English with Portuguese helps students understand their own language, but it can also cause misunderstandings, as shown in the excerpt below:

Sometimes our knowledge of the Portuguese language may even cause misunderstandings, because we get stuck to many of our language structures. Especially when we are teaching students to talk about age, for example, ‘I am 20 years old’, they try to say: ‘I have 20 years old’, and then it’s a problem. Another example that I like, which helped me understand the Portuguese language better, is ‘his’ and ‘her’, which has this difference between ‘seu’ and ‘sua’, the third person, and ‘teu’ and ‘tua’, which is the second person in Portuguese, so maybe, if we use this parallel, it helps to understand the Portuguese language a little<sup>310</sup> (ACAD. 1, INT. 2018).

The participant explained that when he was teaching English, he realized that his students used to transfer their knowledge of Portuguese to their learning of English; they made literal translations, and caused misunderstandings that could not be accepted in standard English – for example, when he mentioned “I have 20 years old” as unacceptable. However, the acceptability of this structure is questionable. I would say that the context of use, the willingness of the speakers to understand each other, the linguistic background of the speakers can change the idea of one language impairing the other. In the view of languages as linguistic repertoires, rules are negotiated in the interaction situation, in the contact zone, and interlocutors take advantage of semiotic resources in favor of intelligibility. Moreover, when we understand languages beyond the idea of separate linguistic constructs, we do not look at different languages as one “disturbing” the other. The exercise of using different languages could contribute to the development of learner’s repertoires, understood as “[...] the actual resources people have acquired and can effectively

---

<sup>310</sup> Original quote: Acad. 1 – “Às vezes o nosso conhecimento de língua portuguesa pode até prejudicar um pouco, porque a gente fica preso em muitas estruturas nossas. Especialmente quando a gente está ensinando os alunos a falar idade por exemplo, “I am 20 years old”, eles ficam tentando dizer “eu tenho 20 anos”, e aí acaba causando um probleminha. Um outro exemplo que eu gosto, que eu passei a compreender melhor a língua portuguesa, é do “his” e do “her”, que tem essa diferença entre o “seu” e “sua”, da terceira pessoa, e o “teu” e “tua” que é da segunda pessoa, então talvez se a gente usar esse paralelo ajude, um pouco, a entender a língua portuguesa”.

deploy in communication” (BLOMMAERT, 2015, p. 21). The author also explains that the notion of repertoire is linked to the speaker’s identities and social experiences. In this regard, Blommaert and Backus (2013, p. 29) conceptualize repertoires as “[...] the real ‘language’ we have and can deploy in social life: biographically assembled patchworks of functionally distributed communicative resources”. Instead of assuming Portuguese and English as separated languages inside someone’s mind, I understand that languages are mingle into the students’ repertoires. In this regard, Canagarajah (2018, p.9) adverts that

[...] if grammar is part of an assemblage of spatial repertoires and not meaningful in isolation, it is understandable that people might violate the structuralist assumptions on the linear trajectory of language development, the foundational role of grammar, or the separation of languages and still accomplish communicative activities successfully.

From another angle related to the influence of L1 in L2, Cook (2013) developed the concept of multicompetence, which

[...] involves the whole mind of the speaker, not simply their first language (L1) or their second. It assumes that someone who knows two or more languages is a different person from a monolingual and so needs to be looked at in their own right rather than as a deficient monolingual (COOK, 2013, p.1).

The author points out that multilingual speakers cannot be judged by the same rules of monolingual speakers, because they have their own rights. In Cook’s view, the students’ L1 should be recognized in L2 learning, so “[t]eachers should be telling students how successful they are as L2 users, rather than implying they are failures for not speaking like natives” (COOK, 2016, p. 253). The author understands multicompetence as “[...] the overall knowledge of both the first language [L1] and the L2 interlanguage – two languages in the one mind” (COOK, 2016, p. 252). Needless to say that, despite trying to empower non-native speakers, Cook (2016) still casts on them the curse of this interstitial space, called *interlanguage* by language acquisition traditional theories: doomed to such space, non-native speakers will never reach the proficiency of native speakers that is projected upon them as success in language learning. In this way, I believe that it is important to reflect upon the interactions between different speakers, who use their own grammar rules in order to be understood. This perspective though implies that we have to relinquish control, the authority of standard languages, it means constructing a different speaker identity (JENKINS, 2007).

On the other hand, concerning the uses of English in multilingual contexts, Canagarajah (2007, p. 925) argues that in the ELF context, language is

[...] intersubjectively constructed in each specific context of interaction. The form of this English is negotiated by each set of speakers for their purposes. The speakers are able to monitor each other's language proficiency to determine mutually the appropriate grammar, phonology, lexical range, and pragmatic conventions that would ensure intelligibility.

In this sense, I see in the example shown by Acad. 1 about possessive adjectives “[...] ‘his’ and ‘her’, which has this difference between ‘seu’ and ‘sua’, the third person, and ‘teu’ and ‘tua’, that is, the second person in Portuguese” (ACAD. 1, INT. 2018) as a possibility of discussing that language structures are adaptable, dynamic, and learning is not just a cumulative process of memorizing rules and putting them to use, but it includes and is foremost the combination of identity, linguistic and social experiences in a context-dependent process.

Canagarajah (2018) proposes the study of communicative practices following the assumptions of Deleuze and Guattari (1987) and Latour (2005) of conceiving language as an “assemblage”. To treat the language in this mindset implies reconsidering some assumptions of how to analyze the language in communicative interactions. Canagarajah (2018, p. 4-5) presents two of these implications:

First, verbal resources have been treated as our focus of analysis, with other semiotic resources supplementary at best. Assemblage would mean that we focus on all semiotic resources working together, gaining equal importance, and generating different forms of synergy for meaning making. Second, we have traditionally distinguished between text and context. We treat the former as our unit of analysis, considering context as being of secondary importance, serving largely to frame the text or talk for analysis. However, an assemblage approach suggests that those aspects that we relegate to context (such as social networks, setting, objects, or time) might actually be part of the text, not separate from it.

In this way, students can make connections, consider that previous knowledge can be useful for both languages, i.e., help them construct meaning, as in the case of cognates. Instead of Portuguese interfering in English, students can take advantage of their linguistic repertoires to find a way to be understood in their interactions. However, for some students, this strategy of finding similarities between languages would be positive if the languages came from the same root, the same ancestral origin. In this way, this strategy of making connections between Portuguese and English, will fit well “[...] for similar languages, for example, French, Romanian, which

are from the same family, Portuguese will be useful”<sup>311</sup> (LICEN. 1, INT. 2018), as pointed out by Licen. 1. In this perspective, students could take advantage of cognates when they are learning a new language, because the speakers’ attitude is what really matters in the ELF view.

Another perspective brought by some students is that knowledge of the L2 is proportional to knowledge of the L1, that is, if the student masters the skills in the L1, he will do the same in the L2.

[...] Sometimes people here do not have a degree, and their Portuguese is weaker so, they will not have such a strong English either, and some problems with grammar, because if the person has problems to build a sentence in Portuguese, he will have difficulties in acquiring a second, a non-native language<sup>312</sup> (LICEN. 6, INT. 2018).

[...] I think this happens as a result of what I know of Portuguese. I think that if my Portuguese knowledge was weak, I would probably know less English as well, maybe in terms of vocabulary. If you have a good foundation in Portuguese, it helps you to have a good foundation in English as well<sup>313</sup> (LICEN. 9, INT. 2018).

Both of them defended that there is a relationship and interdependence between L1 and L2. In the same view of cross-linguistic influence, some students answered that this kind of transfer usually occurs more often with beginners, because when a student has an advanced level of English, he starts “to think” in English, leaving his own language aside.

[...] I believe that it (Portuguese) has a much greater effect at the beginning, when you have just started learning. From the moment you are immersed into that language, you also have to know the culture, and the culture is very tied to the language as well. I believe that at some point he will have a detachment<sup>314</sup> (LICEN. 17, INT. 2018).

[...] At the beginning I think it is much more, you have the presence of the Portuguese language, especially when you are trying to speak English, but then it comes to a point that it is more distinctive, it seems that you separate this structure more clearly in your mind – what is allowed in Portuguese, but

---

<sup>311</sup> Original quote: Licen. 1 – “[...] para línguas mais próximas, por exemplo o francês, romeno, que são da mesma família, o português vai ajudar.

<sup>312</sup> Original quote: Licen. 6 – “[...] às vezes aqui pessoas que não têm ensino superior e tem um português um pouco mais deficitário, eles também vão ter o inglês um pouco menos robusto, não terá uma construção de acordo, porque se a pessoa já tem problemas para construir uma sentença em português, ela vai ter um pouco mais de dificuldade para conseguir adquirir um segundo idioma, não nativo”.

<sup>313</sup> Original quote: Licen. 9 – “[...] eu acho que isso é muito em decorrência do que eu sei do português. Eu acho que se o conhecimento do português fosse menor, provavelmente eu conheceria menos do inglês também, em questões de vocabulário talvez. Se você tem boa base no português facilita ter uma boa base no inglês”.

<sup>314</sup> Original quote: Licen. 17 – “[...] Eu acredito que influencia bem mais no começo, quando você está aprendendo. A partir do momento que você vai entrando naquela língua, você também tem que conhecer a cultura, e a cultura é muito atrelada à língua também. Acredito que em algum momento ele vai ter um distanciamento”.

that you can't use in English; you already have that sense, that feeling of what is wrong<sup>315</sup> (LICEN. 11, INT. 2018).

Both students believed that the influence of L1 decreases as the student becomes more familiar with the language; when he masters it without difficulty, allowing a new language awareness in mind. Some researchers acknowledged that transfer from L1 to L2 appears more often at the first stages of the learners' interlanguage and decreases as their L2 proficiency raises (KELLERMAN, 1979; CHAN, 2004).

It seems that some students had the idea that cross linguistic influence is negative for English learners and, therefore, it is to be abandoned as their learning improves. Nonetheless, in the ELF view, a competent user is not the one who imitates the native speaker, but the one who uses their multilingual repertoires with the purpose of communicating. Thus, when the student faces a situation that can be considered as 'problematic' – in the normative view – it can be acceptable in ELF perspective since it allows communication, meaning-making construction and the interconnection between L2 and L1. The interlocutors are motivated to mutual intelligibility and engage in their willingness to understand sociolinguistic differences.

Most of the undergraduate students acknowledged the importance of ELF in the world, and they seemed to see English as a language that was previously connected to the inner circle countries, whose reality has been changed recently, however, since English has become an international language spoken by people all over the world. Their view seemed to regard *lingua franca* as related to the distribution of English around the world (and to the resulting variation, especially with regard to pronunciation), rather than to consider the implications of such distribution to language teaching-learning of English, for example. More than looking at ELF as a function of English, they seemed to conceive it simply as a language present in many countries in the world. Cristal (2003, p. 2-3) adverts that "[i]ndeed, if there is one predictable consequence of a language becoming a global language, it is that nobody owns it anymore. Or rather, everyone who has learned it now owns it – 'has a share of it' might be more accurate – and has the right to use it in the way they want". In other words, the language norms are not linked to the "language owners", or the

---

<sup>315</sup> Original quote: Licen. 11 – "[...] No início acho que bem mais, você tem a presença da língua portuguesa muito mais quando você está tentando falar inglês, mas chega um ponto que é mais distinto isso, parece que você separa melhor na cabeça essa estrutura que é permitida em português mas que é impossível em inglês, você já tem aquele "sense", aquele sentimento do que está errado".

“ownership of English” as pointed out by Widdowson (1994). The native standard model of language has been deconstructed by the emergence of intelligible vocabulary, grammar and pronunciation forms in specific communicative interactions. Rajadurai (2007) defends that research on intelligibility should focus on sociocultural and interactional context, since it is “[...] a dynamic notion – a negotiated process, rather than a purely fixed product” (RAJADURAI, 2007, p.95).

From the three students who defended that Portuguese does not influence English, I could realize that students believed that there was no hindrance because languages were different, and they must be taught distinctively.

[...] I think that in fact it is a myth, because when you are in the classroom, for example, as a foreign language learner, if you are at an advanced level, you are probably going to think in English<sup>316</sup> (ACAD. 3, INT. 2018).

[...] I can be wrong, but I think that it does not interfere<sup>317</sup> (LICEN. 8, INT. 2018).

[...] I do not think that it is interchangeable, because the languages are different<sup>318</sup> (LICEN. 13, INT. 2018).

The first participant considered that, at an advanced level, the learner was “going to think in English”, so maybe this participant thought that learners at advanced levels would have less influence of Portuguese language. In the second excerpt, Licen. 8 mentioned that L1 does not interfere in L2, and the last participant thought the L1 and L2 were not intertwined. I think that, in these three cases, students may understand languages with established boundaries, not in a dynamic and intertwined manner. This idea brings consequences to language teaching-learning, because they see languages through monolingual assumptions, without flexible and creative negotiation strategies.

In the following question of the interview, students were asked if there were strengths and weaknesses when English was taught as a foreign language or as a lingua franca. While this question may lead the student to point out some differences between ELF and EFL, the initial goal of this question was not to highlight the contrast but understand how students conceived these concepts. In this way, the third category was created – the concept ELF of as unclear.

---

<sup>316</sup> Original quote: Acad. 3 – “[...] eu acho que isso na verdade é um mito, porque quando você está em sala de aula, por exemplo, como aprendiz de língua estrangeira, se você tiver no nível mais avançado, você provavelmente vai pensar em inglês”.

<sup>317</sup> Original quote: Licen. 8 – “Eu posso estar equivocada, mas eu não acho que interfere”.

<sup>318</sup> Original quote: Licen. 13 – “Eu não acho que seja uma coisa muito ligada, porque as línguas são diferentes”.



### 5.3.1.3 (Un)familiarity with ELF

In an overall view, the data analysis showed that out of twenty-one students interviewed, only three of them declared not to realize any difference between EFL and ELF. The excerpts below exemplify their answers.

[...] I do not know what to say now. I do not think there is any difference (...) I do not know if my concept is wrong, I understand that lingua franca is the language spoken in the country, the speakers that are there and who live in that country, this is the lingua franca, I do not know if I'm wrong, mistaken in my understanding. Foreign language is a language spoken in another country and you are learning it, inside your country, within your language, in your environment<sup>319</sup> (ACAD. 4, INT. 2018).

[...] I have never thought about that, honestly. I see no difference at all, when it comes to learning. In terms of positive and negative points, I cannot see them, if I study the subject more deeply, perhaps I could say that, but now I can't, with this vague concept, point out that<sup>320</sup> (LICEN.8, INT. 2018).

[...] I honestly do not even know what to say<sup>321</sup> (LICEN. 13, INT. 2018).

It should be noted that their answers are related to how they understand language. In the points of view of Acad. 4, Licen. 8 and Licen. 13, the concepts of language were not clear in their minds. I think that students were not sure of the pedagogical, ideological and political implications of conceptualizing English as a foreign language or as a lingua franca. The way students conceptualize language interfere in the way of dealing with normative, interactional, cultural and communicational perspectives. I think that we represent our identities through language use, hence language cannot be disconnected from our practices because, “[...] reality is inaccessible to us without language, our perspectives are always of an interpretative order, built in the discourses that constitute us and are built by us”<sup>322</sup> (JORDÃO, 2017, apud FOGAÇA et al, 2017, p.188). Under such circumstances, it not a matter of being right or wrong, but that the way they understand language will influence their identities and

---

<sup>319</sup> Original quote: Acad. 4 – “Agora eu não sei o que dizer. Eu acho que não tem diferença (...) Eu não sei se meu conceito está errado, eu entendo que a língua franca é a língua que se fala lá no país, dos falantes que estão lá e quem vive nesse país, essa é a língua franca, não sei se estou errada, equivocada no meu conceito. Língua estrangeira é uma língua que se fala em um outro país e você está aprendendo dentro do seu país, dentro da sua língua, dentro do seu ambiente”.

<sup>320</sup> Original quote: Licen. 8 – “Sinceramente nunca pensei nessa questão. Eu não vejo diferença nenhuma, pensando em questão de se aprender. Em questão de positivo e negativo, eu não consigo visualizar, se eu me aprofundasse melhor no assunto talvez eu poderia dizer, mas agora não posso, com esse conceito vago, apontar isso”.

<sup>321</sup> Original quote: Licen. 13 – “Sinceramente não sei nem o que responder”.

<sup>322</sup> Original quote: “[...] a realidade é inacessível a nós sem a linguagem, nossas perspectivas são sempre de ordem interpretativa, construídas nos discursos que nos constituem e são por nós construídos”.

performances in the classroom. In other words, different epistemological views imply different pedagogical practices and approaches. In this way, I believe that it is important to problematize what the purpose of teaching English is in our contexts, because these language views will interfere in students' future practices.

Carreão (2017, p. 32) defended that

The English language is in Brazilians' daily lives, going beyond business globalization, creating relations with the Brazilians' imaginary, and it may lead them to assume that having a high level of knowledge of the English language can open doors to better job opportunities, or that better social positions can be achieved<sup>323</sup>.

The author acknowledges that English is a reference language in business, careers and professional success. However, we cannot deny that there is the neoliberal discourse of conceiving the language as a commodity, reproducing values of the countries of the inner circle (KACHRU, 1985). Rajagopalan (2002, p. 116) adverts that "[...] English language is big business in Brazil (...). English, one may say, is not just a language; it is a commodity around which a truly powerful fetishism, which the mavericks of the marketing world have been quick to exploit, is building up". In this way, problematizations about English language concepts in English teacher education can be a way of foregrounding the importance of undergraduate students' concepts of language to how they are going to teach it.

On the other hand, most participants seemed to have an idea of what the ELF perspective means. Positive reports about conceptualizing English as ELF was presented by sixteen (out of a total of 21) participants. The students defended that English can be spoken differently all over the world and pronunciation does not need to be restricted to native-speaker norms. Some of their arguments were presented below.

[...] If English is taught as a lingua franca, the student will have a vision that in Africa there are countries that speak English, in Asia there are countries that have English as one of the languages, as is the case of India, so the student will have a broader view of what English is like in the world, not just American or British English<sup>324</sup> (ACAD. 2, INT. 2018).

---

<sup>323</sup> Original quote: "[...] A Língua Inglesa faz-se presente no cotidiano dos brasileiros, indo além da globalização dos negócios, criando relações com o imaginário dos brasileiros e podendo levá-los a supor que ter um alto conhecimento da língua inglesa possa abrir portas para melhores oportunidades de trabalho ou fazer com que melhores posições sociais possam ser alcançadas".

<sup>324</sup> Original quote: Acad. 2 – "[...] Se o inglês é ensinado como língua franca, o aluno vai ter uma visão de que na África têm países que falam inglês, na Ásia existem países que têm o inglês como uma das línguas, como é o caso da Índia, então o aluno vai ter uma visão mais ampla de como o inglês está no mundo, não só aquele inglês americano ou britânico".

[...] English as a lingua franca is Australian, Canadian English, which is different from American and British. Positive points of English as a lingua franca is that we do not have this glass shade, we have several possibilities, and especially in terms of pronunciation, which is a freer thing<sup>325</sup> (LICEN. 1, INT. 2018).

[...] the good points would be the actual communication, because you go to a country, you will not hear that perfect English from the CD, without interferences, there will be an accent, a way of speaking<sup>326</sup> (LICEN. 5, INT. 2018).

[...] lingua franca will make you not have that thought of an imperfect native (...) in the lingua franca you will appropriate that language more effectively, you will use it in your favor<sup>327</sup> (LICEN. 6, INT. 2018).

[...] English as a lingua franca does not let you get stuck, you're not forced to speak American or British English, even more so because those are not the only existing ones<sup>328</sup> (LICEN.7, INT. 2018).

Acad. 2 and Licen.1 defended the idea that English is used as lingua franca by people from different first language backgrounds. When the participants highlighted that the person has “a broader view of how English is in the world” in ELF (ACAD. 2, INT. 2018) or “we have several possibilities” (LICEN. 1, INT. 2018), it seems that the participants understood the “heterogeneous nature of English” (JENKINS; COGO; DEWEY, 2011) in contact situations, a language that is hybrid, intercultural and fluid just like every other language. They seemed to be distant from the hegemonic view of English that sees it as restricted to the native-speaker patterns, advocating the notion of ELF that stresses negotiation strategies for intelligibility among speakers from different cultural backgrounds as the main aspect of communication. When they mentioned that “[...] English as a lingua franca does not let you get stuck” (LICEN. 7, INT. 2018), or “[...] we do not have this glass shade” (LICEN. 1, INT. 2018), it seems that they were referring to the scholarship in ELF that says it does not fit the nation-language paradigm. It is not restricted to the hegemonic British or American idea of norm developers as in Kachru's circles.

---

<sup>325</sup> Original quote: Licen. 1 – “[...] Inglês como língua franca é inglês australiano, canadense que é diferente do americano e do britânico. Pontos positivos do inglês como língua franca é que a gente não tem essa redoma, a gente tem várias possibilidades, e principalmente em questão de pronúncia, que é uma coisa mais livre”.

<sup>326</sup> Original quote: Licen. 5 – “[...] os pontos positivos seriam a comunicação real, porque você vai para um país, você não vai ouvir aquele inglês perfeitininho do CD, paradinho, vai ter um sotaque, uma maneira de falar”.

<sup>327</sup> Original quote: Licen. 6 – “[...] língua franca vai fazer com que você não tenha aquele pensamento de um nativo imperfeito (...) na língua franca você vai se apropriar desse idioma de uma maneira mais eficaz, você vai usá-lo a seu favor”.

<sup>328</sup> Original quote: Licen. 7 – “[...] o inglês como língua franca não deixa você ficar travado, você não fica forçado a falar o inglês americano ou o britânico, até porque esses não são os únicos que existem”.

On the other hand, when Licen. 1 mentioned that “[...] English as a *lingua franca* is Australian, Canadian English, which is different from American and British” (LICEN. 1, INT. 2018), it is important to note that when he wanted to refer to the flexibility of having other usages of English, he only cited countries of the inner circle. It seemed that the participant believed that English classes should have other “Englishes”, but they are still mainstream ones, as he did not mention any country of the outer or expanding circles.

Additionally, Licen. 6 mentioned that in the ELF interaction you do not have the idea of “imperfect native” (LICEN. 6, INT. 2018), so he believed that the imperfect native stereotype can be demystified. The “imperfect native” notion has been discussed by El Kadri (2010), when she pointed out that some EFL learners feel insecure with their ways of using English and they call themselves as “imperfect natives”, because they adopt the NS model as reference to study English. Medgyes (1999, p. 15) also noted that NNS teachers usually have this “feeling of underachievement” when they compare themselves with English native speaker teachers, but when looking at English from the perspective of *lingua franca*, the teaching practices must be restructured in a post-normativity way, because the “[...] ELF perspective sees non-native Englishes as different rather than deficient” (JENKINS; COGO; DEWEY, 2011, p. 284).

In contrast, some participants presented some negative aspects of what they considered to be English as *lingua franca*. Here are some of their answers:

[...] the negative point, in the case of *lingua franca*, I think would be the prejudice, maybe, that English is better than all other languages. Sometimes it kind of seems that English is the most wonderful thing in the world, which is a language that everyone wants to learn, which is elitist. I think that would be a negative point<sup>329</sup> (LICEN.4, INT. 2018).

[...] *Lingua franca* means something that must be learned (...) it is as if I have to learn this language because it will be the global language<sup>330</sup> (LICEN. 12, INT. 2018).

Both students thought of the English language as a compulsory way of surviving in the globalized world. I believe that educators must be aware of the political reasons of teaching English as a foreign language, be aware of the power relations involved

---

<sup>329</sup> Original quote: Licen. 4 – “[...] O negativo, no caso de *língua franca*, eu acho que seria o preconceito, talvez querer estar por cima de todos. Às vezes parece um pouco que o inglês é a coisa mais maravilhosa do mundo, que é *língua* que todo mundo quer aprender, que é elitizada, eu acho que isso seria um ponto negativo”.

<sup>330</sup> Original quote: Licen. 12 – “[...] *língua franca* fica aquela coisa obrigatória de ser aprendida (...) *língua franca* é como se eu tivesse que aprender essa *língua* porque vai ser a *língua global*”.

in English teaching. When Licen. 4 pointed out ironically to the idea that “English is the most wonderful thing in the world” (LICEN. 4, INT. 2018), I think that this participant established a link between the spread of English and power. I believe that there is an ideology behind Licen.4’s excerpt, the diffusion of English into the world to perpetuate capitalist power. In this regard, Rajagopalan (2002, p.116) adverts that “[...] more and more people are understandably becoming uneasy as they come to recognize that the spread of English and the way is being marketed has an arrogantly wayward and aggressive dimension to it”. In this way, it is important to discuss the expansion of English language and its implications for society and teaching (GIMENEZ et al, 2017; RAJAGOPALAN, 2002), in order to make English learning contextualized, meaningful for students and professors’ in their local practices, and prepare them to deal with emergent pedagogical demands as well.

Another negative aspect mentioned by the respondents is the concern with accepting other ways of using English. Some of the drawbacks mentioned involved the extent to which modifications in the language would be acceptable, and how to ELF can be taught at universities. One of the students answered,

[...] in ELF, I think that teachers and students have this freedom, that is, they don't always have to follow a pattern. I think students would be less afraid of making mistakes (...), the negative point of the ELF may be the comprehension that if the student makes a mistake, everything would be acceptable, to think that anything fits in there, but it's not like that<sup>331</sup> (LICEN. 15, INT. 2018).

The student seems to be concerned about the educational implications of accepting different varieties of English in the classroom. The participant is concerned with how to deal with assessment and error in the ELF classroom. Rethinking assessment in the ELF perspective is not an easy task, because it involves getting rid of old assumptions and believing in new ways of understanding English teaching.

In the hope of helping teachers incorporate ELF in practices, Kemaloglu-Er and Bayyurt (2018) presented their perspectives for an ELF-aware pedagogy. In their view, ELF can be introduced in pre- and in-service teacher education through “[...] two main categories: i) explicit ELF integration in the lesson and ii) implicit ELF

---

<sup>331</sup> Original quote: Licen. 15 – “[...] No inglês como língua franca, eu acho que professores e alunos têm essa liberdade, com relação a não ficar sempre seguindo um padrão, eu acho que os alunos teriam menos medo de errar, (...) o ponto negativo do inglês como língua franca talvez seria o entendimento de que se o aluno cometer o erro, tudo seria aceitável, de achar que qualquer coisa se encaixa ali dentro, e não é bem assim”.

integration in the lesson” (KEMALOGLU-ER; BAYYURT, 2018, p.9). in the first category, explicit integration, concepts of ELF are directly integrated into students’ classrooms through pedagogical resources, such as videos, texts and discussions. In the second category, implicit integration, the teacher adds ELF materials without making reference to the concept of ELF. According to the authors, these categories help teachers and students to be aware of the implications of using ELF in the classrooms, thus making them confident about focusing on different uses of English and materials and thinking in realistic communication activities in the classroom.

Kramersch (2012, apud CENOZ, 2019, p. 80) notes that rethinking English teaching in a multilingual view is challenging, because “[...] it puts into question [both] the whole monolingual foundation of theoretical and applied linguistics and the traditional national underpinnings of foreign language (FL) teaching”. Thus, we should move away from the centrality of the native speaker construct and think about the learning objectives of students of English and the possibility of alternative assessment processes. In this way, “[...] instead of being non-native speakers susceptible to errors, they can be considered competent users of English as a *lingua franca*” (EL KADRI; GIMENEZ, 2013, p. 126).

Moreover, another academic adverted that during the four-year course, he did not have any contact with explicit debate on ELF. He answered:

[...] The negative point is that because it is something new, it was not mentioned in our course, I think, but it has not yet reached the point of having a lesson that explains it, a reflection on it, there are people who may think that it is an English that everybody speaks, but it not that, either<sup>332</sup> (LICEN. 7, INT. 2018).

It seems that this student resented the lack of a more in-depth discussion about ELF in his classes. It may be implied that a further discussion of ELF awareness, much to the fashion of an explicit integration of ELF as proposed by Kemaloglu-Er and Bayyurt (2018), would be suitable for this context. According to the referred authors, the explicit and implicit forms of teaching ELF-aware lessons can be used in different combinations to help students and professors to promote a broaden comprehension of ELF construct, acceptance of different varieties, and mutual intelligibility in communication.

---

<sup>332</sup> Original quote: Licen. 7 – “[...] O ponto negativo é que como ele é algo novo, no nosso curso não foi falado, eu acho, mas ainda não chegou a ponto de ter uma aula que explique mesmo, uma reflexão sobre isso, tem pessoas que podem achar que é um inglês que todo mundo fala, e também não é isso”.

El Kadri and Gimenez (2013, p. 126), referring to English teacher education programs in Brazil, defended that “[...] far from seeming 'easier' the task of teaching English as a lingua franca becomes more complex because it requires other knowledge that is not normally addressed in teacher training courses”<sup>333</sup>. The empirical material for the present research corroborates that, because there were students who complained about the lack of discussion of the political and pedagogical implications of using ELF, the cultural perspective that considers English an elitist language, the (im)possibility of sharing different usages of English in the classroom and the emergent necessity of teaching it in international contexts. In addition, there were students who could not distinguish differences between EFL or ELF, so further discussion about ELF would be useful at university to prepare students to deal with different usages English, prepare them for a constant review of praxis and challenge them to discuss the future of English in language teaching.

### 5.3.2 Teacher Educators

In this section, I will focus on the answers given by teacher educators to two questions in the interview: question three and eight, as shown in Table 11 below.

TABLE 11 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – ELF – TEACHER EDUCATORS

CONTENT ANALYSIS			
TEACHER EDUCATORS	Thematic unit	Source	Questions
	English as Lingua Franca	Interview	<p>3. In the classroom, when you or your student face a situation of misunderstanding (oral, auditory, writing, reading) in English communication, what is your attitude?</p> <p>8. Do you see any difference between teaching English as a foreign language or as a lingua franca? If so, what are the advantages and disadvantages of English being taught as one or the other?</p>

SOURCE: Designed by the author.

The categories that arose from the “ELF” thematic unit, from teacher educators were: 1) **communication strategies**, where I will focus on a range of strategies that teacher educators use in misunderstandings in their classrooms, and also teacher educators’ desire to identify the source of misunderstanding; 2) **change**,

<sup>333</sup> Original quote: “[...] longe de parecer ‘mais fácil’ a tarefa de ensinar inglês como língua franca se torna mais complexa, por exigir outros conhecimentos que normalmente não são abordados em cursos de formação profissional”.

with a focus on teacher educators' difficulties in changing their previous teaching practice;

### 5.3.2.1 Communication strategies

In the first category, use of communication strategies in misunderstandings, teacher educators mentioned that they used a variety of strategies in order to solve the problems involving what they considered to be language misunderstandings in their classrooms. Avoidance, achievement and stalling strategies (PUTRI, 2013) appeared in their answers. One example of achievement strategy they reported using was circumlocution or paraphrasing, e.g., "[...] I try to explain things differently from the way I used before"<sup>334</sup> (PROF. 3, INT. 2018). They also mentioned that they try to use English more often than Portuguese in the classroom, but the mother tongue is required in some moments. I believe that if teacher educators try to use as much English as possible in the classroom, learners will be more attentive; they will be familiar with language structures, make connections with Portuguese language and reinforce English learning. I think that languages are used in contact situations for communication, so sometimes students use their mother tongue to construct meaning.

Teacher educators mentioned the use of mimics, gestures, reading strategies (skimming, keywords, cognates), paraphrasing, clarification, etc. Here are some typical examples of their answers:

[...] I always stop, I go back, I go back to what I had said, and I'm always asking: Did you get it?; Is it OK?; Did you understand? (...) I know that my students have different levels of proficiency, there were things that some students did not understand, but then, I tried to explain again, sometimes I referred back to a more specific grammar structure, but I tried to speak English all the time<sup>335</sup> (PROF. 6, INT. 2018).

[...] Let's think of skills, then we suggest that they use as much English as possible, or that their assessment needs to be done, I speak English, I see their reaction, if I have to translate, before that I use gestures, strategies<sup>336</sup> (PROF. 2, INT. 2018).

---

<sup>334</sup> Original quote: Prof. 3 – “[...] eu procuro explicar de uma forma diferente do que eu havia explicado antes”.

<sup>335</sup> Original quote: Prof. 6 – “[...] Eu sempre paro, refaço, volto no que eu disse, e eu estou sempre perguntando: Did you get it?; Is it OK?; Did you understand? (...) Eu sei que tem um desnivelamento na aula, tinham coisas que alguns não entendiam, mas aí, eu procurava refazer a explicação, voltava às vezes em alguma coisa mais específica da gramática, mas eu tentava falar o tempo todo em inglês”.

<sup>336</sup> Original quote: Prof. 2 – “[...] Vamos pensar por habilidade, então a gente sugere que usem o máximo de inglês possível, nem que se tenha que fazer sua avaliação, eu falo inglês, vejo a reação deles, se tenho que traduzir, antes disso eu uso gestos, estratégias”.



In order to find ways of checking understanding, Prof. 6 used questions, for example, the ones mentioned in the excerpt above, “[...]”did you get it?; Is it OK?; Did you understand?” (PROF. 6, INT. 2018). In this participant’s opinion, it was important to check if the student had understood the teacher educator’s explanation, to decide if she needed to change her teaching strategy.

I could observe in Prof. 2’s excerpt that when the participant mentioned “Let’s think of skills” or “as much English as possible”, it seems that this participant follows the principles of the CLT approach. I believe that instead of focusing on mastering the target language, it is better to focus on communication strategies to develop students’ repertoires. In ELF interactions, speakers usually look for strategies in order to be understood, such as accommodation, negotiation of meaning, let it pass (FIRTH, 1996), make it normal (FIRTH, 1996), as shown in section 5.3.1.1. Siding with Jordão and Marques (2018, p. 63) I believe that we should

[...] focus on the process of negotiation rather than investing much time and effort in the internalization of structures or pre-conceived communicative situations, emphasizing the understanding that meanings emerge (are constructed) *during*<sup>337</sup> communicative interactions.

Another aspect observed in teacher educators’ answers was the desire of finding the source of misunderstanding. The excerpt below shows Prof. 5’s answer:

[...] I think my attitude as a teacher is to try to understand what caused the misunderstanding, whether it was a misunderstanding that came from lack of knowledge of language, if I misunderstood what the student wanted to say or if it was a cultural misunderstanding (...) So, I always try to clarify how I interpreted that and what I think may have caused it, and I always, like any teacher, try to show what could be done (...) because these misunderstandings are often misinterpreted, and correction efficacy is impaired, because nobody thought what caused it nor clarified it for the student where that misconception came from, and then this can continue to happen<sup>338</sup> (PROF. 5, INT. 2018).

In the ELF perspective, this situation would be a nice opportunity of using implicit ELF integration (KEMALOGU-ER; BAYYURT, 2018), to problematize what, how

---

<sup>337</sup> Emphasis Original quote.

<sup>338</sup> Original quote: Prof. 5 – “[...] Acho que minha atitude como professora é tentar compreender o que causou o desentendimento, se foi um mal-entendido que veio da falta de conhecimento da língua, se eu entendi mal o que o estudante quis dizer ou se foi um mal-entendido cultural (...). Então eu sempre tento esclarecer como eu interpretei isso e o que eu acho que causou, e eu sempre, como qualquer professora ou pedagoga, tento mostrar o que poderia ser feito (...) porque esses desentendimentos são muitas vezes mal-interpretados, e a eficácia da correção fica prejudicada, porque ninguém pensou o que causou ou até mesmo não esclareceu para o aluno de onde veio esse equívoco, e então isso pode continuar a acontecendo”.

and why the misunderstanding happened. All of the teacher educators were concerned about the reasons why misunderstandings happen. In Kaur's (2011, p. 93) point of view "[m]isunderstanding and communication breakdown are said to mark many intercultural encounters as participants rely on the norms of their mother tongue and native culture to interpret meaning". In the author's view, misunderstandings occur because of differences in the interlocutors' cultural background. I would say that for communication to be satisfactory, meaning negotiated between interlocutors is expected, but sometimes this shared meaning is not conveyed. In Prof.5's excerpt, it can be seen that she tried to understand what the source of misunderstanding was, and she made an effort to solve it. The ELF perspective allows students and professors to think of language, culture and identity as intertwined. In this way, each person brings his own cultural and linguistic performance / resources / experiences, backgrounds to communication. From this perspective, students' misunderstandings can be seen as part of the communication process. Dealing with the complexity and unpredictability of multicultural communicative interactions requires that teachers and students should "[...] integrate their own semiological activities with those of their interlocutor (e.g. in such matters as paying attention, making eye contact, answering questions, complying with requests, responding to both verbal and non-verbal greetings, etc.)" (PENNYCOOK, 2012, p. 75). In this logic, knowing the language means getting involved in the process. Thus, developing accommodation strategies to understand students' repertoires mean accepting their linguistic resources used in their local practices.

I would say that as teacher educators, we are always dealing with unexpected situations in our classroom – as exemplified in these situations of misunderstandings –, but we need to have a critical look at these fruitful moments, because as pointed out by Pennycook (2012, p. 17), we need to live while "[...] 'expecting the unexpected', being ready to engage with critical moments of the everyday, has to be part of our critical toolkit".

#### 5.3.2.2 Change

When the teacher educators were asked about the positive and negative features of ELF, the second category appeared – difficulty in changing their previous teaching practice. As a matter of fact, all of them presented positive points about teaching ELF at university. They argued that, in theory, ELF is easy, but there are

important pedagogical and political implications involved in practice. The reasons mentioned for this complexity were the publishers' hegemony, the imposition of educational materials and assessment. Some of them argued that it would be good to have further discussion about ELF and English language decolonization at university, but they reinforced that changes are difficult because their experience is based on a traditional CLT approach. The excerpts below show some of their answers.

[...] when I worked with the English language, and books today already bring this perspective of not bringing [to the classroom] a single type of English, is to take several English accents and not think much on the issue of error. It's communication, I'm communicating, making myself understood, what I can understand, I think I'd answer more or less like this. But of course, I've had an experience that it was either with American or British English<sup>339</sup> (PROF. 2, INT. 2018).

[...] I have never worked with English as a lingua franca, but I imagine that it is somewhat different. I think that English as a lingua franca should be taught to the students more in the receptive sense, so they know about the other varieties of English, etc. I do not see how it can be feasible to work all English varieties, I do not see this possibility, because we do not have time, we have to choose (...) It's a political question, I think it's a question of power, who produces the books, obviously, are US and British companies, Oxford, Cambridge among others. It seems to me a bit unavoidable, we even consider buying a book from an Australian company, for example, but I think what comes to us from abroad is British and American, and it's a power issue. But, for example, I learned American English, I do not know Indian English, I even try to imitate some quotes. Chinese English is also different, Korean, we see some things, but I cannot teach this variant to my students, otherwise they can be somewhat restricted. But we have the Brazilian English spoken variety<sup>340</sup> (PROF. 6, INT. 2018).

Both of them recognized the importance of bringing different varieties to the classroom, when they mentioned “[...] know about the other varieties of English” (PROF. 6, INT. 2018) or “[ELF] is to take several English accents and not think much

---

<sup>339</sup> Original quote: Prof. 2 – “[...] quando eu trabalhei com a língua inglesa, e os livros hoje já trazem essa perspectiva de não trazer um único inglês, é levar vários ingleses e não pensar muito na questão do erro. É comunicação, eu estou me comunicando, me fazendo entender, o que eu consigo entender, acho que eu responderia mais ou menos assim. Mas claro que eu vim de uma experiência de que ou era americano ou era britânico”.

<sup>340</sup> Original quote: Prof. 6 – “[...] Eu nunca trabalhei o inglês como língua franca, mas imagino que tenha diferença sim. Eu acho que o inglês como língua franca deve ser ensinado para os alunos mais no sentido receptivo, para eles saberem das outras variedades de inglês etc. Não vejo como pode ser factível trabalhar todas as variedades de inglês, não vejo sendo possível fazer isso, porque a gente não tem tempo, tem que optar (...) É uma questão política, acho que é uma questão de poder, acho que quem produz os livros, obviamente, são empresas norte-americanas e britânicas, Oxford, Cambridge entre outras. Me parece meio inevitável, a gente até pensa em comprar um livro de uma empresa australiana, por exemplo, mas eu acho que o que vem para nós de fora é britânico e americano, e é uma questão de poder. Mas, por exemplo, eu aprendi inglês americano, eu não sei o inglês indiano, eu até imito algumas citações. O inglês chinês também é diferente, o coreano, a gente vê algumas coisas, mas eu não posso ensinar essa variante para meus alunos, senão eles podem ficar meio restritos. Mas, nós temos a variante do inglês falado no Brasil”.

on the issue of error. It's communication, making myself understood, what I can understand" (PROF. 2, INT. 2018). Prof. 2 tried to explain what his idea of ELF was, and at the end of the excerpt, he emphasized "[...] but of course I've had an experience that it was either with American or British English" (PROF.2, INT. 2018). The participant recognized the positive aspect of teaching ELF at university, but she also pointed out that it was not the English she had learned in school and at university. Indeed, most of teaching materials are focused on the traditional CLT approach, which focuses on norm, with American or British English as a reference. As a consequence, this approach prioritizes the inner circle varieties over the ones spoken in the outer and expanding circles (KACHRU, 1985), disregarding Pennycook's warning that "[...] the varieties of English to which native speakers may claim are not the varieties spoken as global Englishes" (PENNYCOOK, 2012, p. 78). However, for the CLT, which underpins the perspective of the teaching materials mentioned by the professor, the aim is to prepare learners to interact with native speakers, following restricted norms to reproduce a standardized model.

Thinking of English teaching-learning outside the native speaker's ownership implies breaking away with power, detaching the language from the native's authority, building a different identity. I would say that bringing the multilingual rather than monolingual orientation to language in ELT has consequences for teacher education. Considering English not as a variety, but as a dynamic language used in contact interactional situations can be positive to make students understand that language cannot be seen disconnected of users while inserted in their social, historical and cultural contexts.

Concerning pedagogical implications in bringing ELF to the classroom, Prof. 6 mentioned: "[...] I do not see how it can be feasible to work all English varieties, I do not see this possibility, because we do not have time, we have to choose (...) It's a political question" (PROF. 6, INT. 2018). Here we can see a common idea related to ELF, equating it to the need to know "all English varieties", which would of course be an impossible task, as stressed by the professor. The participant confessed that she found it difficult to include it in her practice. She cannot see the practical way of working with different varieties. As I have already mentioned in chapter 4.4, the attempt of thinking about language from the linguistic variety perspective was unsuccessful, as it fails to cover the complexity of EIL communication which is situational and contextually posited (FRIEDRICH; MATSUDA, 2010). I do not think

that it would be feasible to teach students the various ways of English speaking and writing around the world. In the ELF perspective, what really matters is the students' preparedness to dealing with unpredictable communicative situations.

Changing principles that were already established in professors' language teaching practices is not easy, because most of the ready-to-use teaching materials do not bring recipes for ELF usage. They pose a challenge of experimenting new materials and testing different possibilities. Sifakis (2014a, p. 326) has argued that

[...] the demands and challenges for change, together with a reluctance to change, will likely make it difficult for teachers interested in integrating ELF in their own teaching context to engage with the growing ELF literature on their own and develop experimental learning materials and pedagogical practices that would be meaningful for them.

In line with this idea, El Kadri and Gimenez (2013, p. 130) argued that “[...] in addition to the concern of which variety to teach, one of the aspects that worries teachers is the question of error: what can and should be corrected in the students' production?”<sup>341</sup>. The lingua franca prism allows a reconceptualization of what language, norm, language use and error are. Dewey (2012), in his article “Towards a post-normative approach: learning the pedagogy of ELF”, points out that what has been called an error can be modified if the teacher takes into account cultural, contextual and identity aspects in language teaching. In his own words,

[...] If teachers are to truly develop an understanding of ‘how language is used to form, maintain and transform identity’ as well as an awareness of ‘differences in English in different world contexts’ [UCLES<sup>342</sup>, 2011, p.3], a necessary consequence of this must be that they also foster a critical understanding of the (un)suitability of the norms conventionally used to determine what counts as an error, or what might constitute a ‘linguistic problem’ for the learner (DEWEY, 2012, p. 145).

I believe that the contingencies of communicative situations that occur in ELF make us reflect on the challenges we have as educators in discussing issues involving norm, error, and what is right and wrong in language teaching.

Prof. 6 also mentioned the hegemony of American and British publishers in the development of textbooks for foreign language teaching. The participant mentioned “[...] I think it's a question of power, who produces the books, obviously, are US and British companies, Oxford, Cambridge among others” (PROF. 6, INT.

---

<sup>341</sup> Original quote: “Juntamente com a preocupação de qual variedade ensinar, um dos aspectos que preocupa os professores é a questão do erro: o que pode e deve ser corrigido na produção dos alunos?”.

<sup>342</sup> UCLES (2011) Delta Syllabus Specifications. Cambridge: UCLES.

2018). In fact, it is important to reflect on the ideology behind the preference for teaching materials that usually guides teacher training programs and the purposes for learning English in Brazil. There are power interests involved in choosing teaching materials from inner circle nations. In this regard, Canagarajah (1999) emphasizes that there is a contrary movement to the accommodation of multilingual perspective in educational settings, because this decision does not favor the inner circle countries (KACHRU, 1996). The author argues that, “[a]s ELT becomes a profit-making multinational industry in the hands of Center agencies, there are obvious economic benefits involved here. The fallacy also furthers the ideological hegemony of the Center” (CANAGARAJAH, 1999b, p. 87).

ELF is not new for professors at the university where data was generated, but the inclusion of its theoretical and pedagogical perspectives in classroom work is still incipient. One of the professors claimed that

[...] I still see English teaching as colonized; it sees English as a foreign language, and there is still the perspective that the English language is from England, from the United States, from inner-circle countries, and that we should learn this English to speak with these inhabitants in those countries, these superior human beings who were already speaking English from birth in these countries. I think that this perspective, this view is what determines the subtler practices in the classroom, while if in fact the teacher acknowledges this ELF idea, it will change the way he relates to his own proficiency, with his own pronunciation, if he is comfortable with it, if indeed he acknowledges this and has it as a value, his practice will change completely (...) I think we need to work on this theoretical perspective with students and do this in our daily practices<sup>343</sup> (PROF. 5, INT. 2018).

This participant seemed to be conscious of the need to review her practice and discuss English teaching from a decolonized perspective. Prof. 5 acknowledged the necessity of rethinking English teaching away from the inner circle nations. She mentioned that “[...] English language is from England, the United States, from inner-circle countries and that we should learn this English to speak with these residents in those countries, these superior human beings who were already speaking English

---

<sup>343</sup> Original quote: Prof. 5 – “[...] Eu ainda vejo um ensino de inglês colonizado, que trabalha o inglês como língua estrangeira, e que é aquela perspectiva ainda de que a língua inglesa é originária da Inglaterra, Estados Unidos, de países de centro, e que nós deveríamos aprender esse inglês para falar com esses habitantes, esses seres superiores que já nascem falando inglês nesses países. Acho que essa perspectiva, essa visão é o que determina as práticas mais sutis em sala de aula enquanto que se, de fato o professor assume essa ideia do inglês como língua franca ele vai mudar a maneira como ele se relaciona com sua própria proficiência, com sua própria pronúncia, se ele está à vontade com isso, se de fato ele assume isso e tem isso como valor, a prática dele vai mudar radicalmente (...) Eu acho que falta a gente trabalhar essa perspectiva teórica com os alunos e fazer isso nas nossas práticas cotidianas”.

from birth in these countries” (PROF. 5, INT. 2018). She used an ironic tone to refer to the native speakers as ‘superior human beings’, implying also that their positioning as superior required no effort from their part, when she referred to them as those who were already born in the countries where the language is spoken.

Phillipson (1992, p. 194) has criticized what he called the “native speaker fallacy”, and the assumption that native speakers are better teachers than non-native ones. Following this perspective of the “fallacy” or the ideology of “native speakerism” (HOLLIDAY, 2005) I believe that, instead of insisting on the dichotomy NS versus NNS, we had better consider the capacity of the speaker that is situated in his social, historical context. In this regard, Pennycook (2012, p. 87) argues that it is more encouraging to think about language use than proficiency, so it would be meaningful to “locate the capacity to speak in the social domain, such as legitimate, valid, genuine, suitable, appropriate, fitting, apt or acceptable”.

Another point stressed by the participant is the acknowledgement that “[...] if, in fact, the teacher acknowledges this ELF idea (...) his practice will change completely” (PROF. 5, INT. 2018). It seems that beyond a professor’s agency to change, it is important to revise linguistic, pedagogical and methodological perspectives. Sifakis (2014a, p. 325) adverts that “[t]he (need for) change is located in teachers’ personal interest in understanding ELF and seeing it as an opportunity for change first for themselves (as teacher, users, and custodians of English – cf. Sifakis, 2009), and only in a second step for their learners”. In this way, ELF prospective changes depend on teacher’s agency, teacher education, language policy and curriculum structure.

### 5.3.3 Reflecting on undergraduate students and teacher educators’ answers about ELF

I could perceive convergence in the proficiency and English as a lingua franca themes among undergraduate students and teacher educators when they mentioned their preference for non-native teacher educators to teach English at the university. They seemed to be aware that language changes according to the people who speak it, to the characteristics of each context and the various cultural and social issues involved in it. They stated that non-native teachers could understand the difficulties of second language speakers and act as educators, especially if they have

had formal teacher education for this purpose, stressing the importance of subject-specific knowledge, awareness of language teaching methods and approaches, and knowledge of didactics to teach at the university. Students more specifically expressed a desire to study in an English-speaking country, mentioning mainly countries in the inner circle (KACHRU, 1986), like the USA, England, Canada, Australia and Ireland. It seemed that the opportunity of studying in one of these places would give them cultural legitimation other places would not. I believe it is essential to discuss at the university how language practices are instituted, how educational policies interfere in people's interactions and their cultural, social and political practices and desires, so that language learning will be a locus for self-reflexivity and awareness of the *modus operandi* of the many forms of power and coloniality that inform our praxis.

It is important to highlight that in the English as a lingua franca theme, teacher educators argued that, in theory, the concept of ELF is intelligible, but the effective use of an ELF perspective in practice seems much more difficult to operate. Nevertheless, for them ELF has important pedagogical and political repercussions, such as the choice of teaching materials, the question of assessment and uses of English worldwide. While for students the concept of ELF did not seem very clear, for teachers it was more clearly shaped. Both undergraduate students and teacher educators acknowledged the need to have a broader discussion of the use of English as a lingua franca at the university. Participants were motivated to engage in a critical and reflective discussion of what language is, how it has changed over time, how English speakers around the world have communicated and interacted with other peoples and cultures in the contemporary world.

I also realized there were intersections in the proficiency and English as a lingua franca themes when participants recognized that, in situations of interaction, especially in orality, misunderstandings are part of communicative contexts, and that there must be involvement of both interlocutors in interaction and meaning-making. Both groups of participants seemed to realize that communicative strategies can be negotiated, promoting intelligibility. There is consensus among participants regarding the ELF perspective, where differences in pronunciation are not seen as deviations but are part of real communicative contexts. However, as I have mentioned before, participants were way more open to accept the localized nature of communication as



far as orality is concerned: written language seems more resistant to change and situatedness than oral communication, in the participants' views.

#### 5.4 TRANSLANGUAGING

Considering the fluid nature of language in the contemporary world, the impact of globalization and technological tools in social relations, English has been used as a contact language allowing people to use a variety of semiotic resources to communicate. This idea of language in constant change allow us to reflect on the assumptions that underpin our teaching practices. Pennycook (2010b) adverts that we are facing the challenge of breaking away with some traditional epistemic notions and rethinking concepts of language, culture and mobility. The referred author argues that thinking about local practices is not only about reflecting on them in terms of space and time, but rather thinking

[...] about the perspectives, the language ideologies, the local ways of knowing through which language is viewed. (...) Looking at language as a local practice implies that language is part of social and local activity, that both locality and language emerge from the activities engaged in (PENNYCOOK, 2010b, p. 128).

In the contemporary world, learners of English as a second language can take advantage of a variety of semiotic resources to communicate. In communication settings, learners of English as a second language are expected to develop metalinguistic awareness, a capacity of circulating between languages, of improving their linguistic repertoire. In this way, the students' local practices are influenced by cultural, political and ideological features.

If we understand languages in a dynamic process, without borders intertwined with semiotic resources, I would say language users will be able to use them creatively by negotiating meaning in favor of communication purposes. In this view, the translingual orientation would allow us to take advantage of language knowledge and multiliteracies, all the resources available in our contexts to shuttle between languages, to negotiate meaning in situated interactions. Translingualism has been largely discussed recently in the contemporary world, as well as its connection to literacy, mobility, semiotic resources and practices (PENNYCOOK, 2017b; CANAGARAJAH and GAO, 2019; KIMURA and CANAGARAJAH, 2018; OTHEGUY et al, 2015).

Canagarajah (2011, p. 401) defines translanguaging as “[t]he ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system”. In his point of view, translanguaging is considered as a natural phenomenon among multilingual speakers and it cannot be understood from monolingual educational perspectives. In the translingual view, speakers develop performative competence that allows them to circulate among languages, taking advantage of multiple semiotic resources and negotiation strategies to communicate. Kimura and Canagarajah (2018, p. 295) noted that

[...] the term *translingual* is to consider its prefix—*trans*—because it highlights the two central premises of the term. First, the prefix acknowledges the fact that communication transcends individual languages. (...) Second, the prefix also enables us to attend holistically to diverse semiotic resources beyond words.

The authors stated that the idea of transcending, in the explanation about the first prefix in the quote above, is connected not only to mobility through geographic and linguistic boundaries, but also to ideological constructs inserted in sociocultural, historical and political contexts. The authors also stressed that this perspective of translingual practices is not a new idea; it has existed for centuries<sup>344</sup>.

Canagarajah (2013) explains that multilingual speakers usually creatively negotiate their semiotic resources and contexts in order to communicate successfully. Canagarajah and Gao (2019, p.2) argue that “[...] It is important to remind that translingualism is a *practice*<sup>345</sup>. (...) What translingualism conceptualizes is the ways in which multilingual users creatively and strategically renegotiate the norms for voice”. The authors also (2019, p.3) noted that rather than treating translingualism as a fashionable academic idea, they “[...] treat translingualism as a diverse and strategic social practice. (...) Multilingual users adopt forms of communication that are appropriate and feasible in their own settings. An understanding of these strategies will enable us to also devise suitable pedagogies for different contexts”.

By assuming that languages have a very strong impact on people’s lives, and that they are socially and historically constructed (MAKONI; PENNYCOOK, 2007), I

---

<sup>344</sup> In the third chapter of the book “Translingual Practices”, Canagarajah (2013, p. 38) explains that there are literature and scholarship on translingual practices in “[...] Africa (Makoni, 2002), Polynesian islands (Dorian, 2004), South America (de Souza, 2002), and Mexico (Baca, 2009)”.

<sup>345</sup> Emphasis in original.

understand that second language learners easily shuttle between languages – L1 and L2 – in order to communicate and understand one another. In this way, in the translingual practice perspective, multilingual speakers use “performative competence” (KIMURA; CANAGARAJAH, 2018, p. 296), which depends on the actual communication and on the presence and/or absence of cooperative predisposition. Cummins (2007, p. 238) also affirms that “[...] when students’ L1 is invoked as a cognitive and linguistic resource through bilingual instructional strategies, it can function as a stepping-stone to scaffold more accomplished performance in the L2”. Indeed, the mutual influence of languages on one another in every learning process is undeniable. In a structuralist view of language, learners usually transfer knowledge of their L1 to L2: this has been called “cross-linguistic influence” and it has been widely studied by researchers of English as a foreign language (FRANKERBERG-GARCIA, 1999, 2000; VILELA and OLIVEIRA, 2010). From the structuralist prospect, it can be said that L1 can affect L2 in some way positively and negatively as pointed out by Denizer (2017, p. 40). In this view, if some structures can help students acquire a second language, as in the case of cognates, others can cause problems. Some examples of problems presented by the author (ibid.) were verb tenses, word choices and sentence structures in writing exercises. On the other hand, in translingual orientation, the influence of one language on another is not seen as problematic, but rather used as resources to help interlocutors in negotiating meanings in contextualized situated practices.

With the intention of understanding how students and teacher educators work with translingualism, and the influence of Portuguese in English, two examples (a dialogue and some written sentences) were presented to them so that they can realize how they would react in these situations in the classroom. This will be described in detail in the next two sections.

#### 5.4.1 Undergraduate students

Two situations related to translanguaging were presented to undergraduate students in the questionnaire, as shown in Table 12.

TABLE 12 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – TRANSLANGUAGING – UNDERGRADUATE STUDENTS

CONTENT ANALYSIS			
UNDERGRADUATE STUDENTS	Thematic unit	Source	Questions
	Translanguaging	Questionnaire	17. Read the dialogue between a hotel manager and a tourist and discuss the reasons for the difficulty in communication.
			18. Observe the sentences below. Which ones attract your attention? How would you react if they came up in your classes? Please, explain.

SOURCE: Designed by the author.

In the first situation, the students received a hypothetical dialogue between a hotel manager and a tourist as part of question 17 of the questionnaire of this research. There was no mention to speakers L1 and L2, so students did not know whether the dialogue involved native speakers or not.

The dialogue was created with the purpose of finding out how students deal with misunderstandings involving cognates.

The following table shows the dialogue that was presented to participants:

TABLE 13 – DIALOGUE BETWEEN A HOTEL MANAGER AND A TOURIST

*Read the dialogue between the Hotel Manager (M) and the Tourist (T)*

**AT THE HOTEL**

*(M) – Excuse me, Sir. What's the matter?*

*(T) – I have a problem. I read the notice "push" and I followed the instruction, but the door isn't working!*

*(M) – Sorry, Sir...but you can't open the door because you're doing the opposite movement!*

*(T) – Uhm, thank you. Maybe you can help me. I need to buy a book at the library.*

*(M) – Sorry, Sir... but you can't buy books at the library!*

*(T) – Who do you think you are to tell me what I can or can't do? I pretend to buy, so I'll buy, I have the money!*

*(M) – If you pretend to buy you don't need the money....*

*(T) – Are you suggesting that I am a thief?*

*(M) – I didn't mean to offend you. I know that you're just an ordinary man!*

*(T) – What? An ordinary man? I don't have the costume to be talked like that by strange people, and I see that you're very exquisite and I need respite. I'll call my avocado. I had a deception with this hotel.... I will process you and this hotel.*

*(T) - ????!!!???*

SOURCE: Designed by the author.

In the orientation research meetings, when I commented with my academic advisor that I would like to bring situations of ELF and translanguaging that could occur in data generation, we discussed the need for problematizing, thinking about interaction possibilities between different speakers that could be meaningful for participants. In fact, this fictional dialogue is just verbal, but in face-to-face interactions, it would be important to consider other multimodal dimensions of communication, such as the use of intonation, physical space, body language, gestures, among other aspects. Nevertheless, even though the text is exclusively printed, I believe that it served for the purposes of this research. In this way, in times of ELF, this fictional dialogue could have happened between NNS and NNS, for example, an interaction between a Turkish hotel manager and a Brazilian tourist. It is important to realize that it was not my intention to bring a dialogue in which Brazilian English was deficient, but to propose an exercise that could offer the opportunity of problematizing English usage in different contexts of interaction.

Therefore, I brought a dialogue that contains eleven false cognates. I would like to know how students would react in a situation like this. The following table presents the meanings of the false cognates in English and Portuguese in the dialogue.

TABLE 14 – FALSE FRIENDS MEANINGS IN ENGLISH AND IN PORTUGUESE IN THE DIALOGUE

	WORD	BRAZIL	USA		WORD	BRAZIL	USA
1	Push	puxar	to pull	7	exquisite	esquisito	anormal
2	Library	livraria	bookstore	8	respite	respeito	be respected
3	pretend	pretender	to intend	9	avocado	advogado	lawyer
4	ordinary	ordinário	whore	10	deception	decepção	got disappointed
5	Costume	costume	habit	11	process	processar	to sue
6	Strange	estranhos	stranger				

SOURCE: Designed by the author.

Based on the responses to such situation and to the question present in Table 12 above, the following category was created for the thematic unit “translanguaging” for undergraduate students: “misunderstandings”. This category will be explored in the following section.

#### 5.4.1.1 Misunderstandings

As regards the students' answers about the dialogue, I could observe that fourteen students (out of twenty-one) acknowledged that it is inherently instinctive that students use their knowledge of Portuguese when they are learning English. For some students, the use of L1 can cause misunderstandings. Some of their reports confirm this idea:

[...] the issue of cognates causes beginners to fall into 'traps'<sup>346</sup> (LICEN. 6, QUEST. 2017).

[...] The interlocutors' communication was impaired because of the lack of knowledge of false friends<sup>347</sup> (ACAD. 4, QUEST. 2017).

[...] This dialogue presents classic mistakes caused by false friends<sup>348</sup> (LICEN. 3, QUEST. 2017).

These three participants acknowledged that students usually make mistakes if they do not realize how some words and expressions can be false cognates. It seems that for the speakers who do not understand Portuguese, some of these misunderstandings could not make sense at all, but for some Brazilian English learners, these situations could make perfect sense. Hülmbauer (2011, p. 139) explains that there are common situations in which "[...] people are looking for words in particular languages, or when they try to make sense of them, they often use cues available from their first or other languages".

When we think about languages in an ELF perspective, cognates can be used as an opportunity to explore students' repertoire. In multilingual contexts, cognates can be conceptualized beyond traditional views. Hülmbauer (2011, p. 141) defends that

[...] The traditional framework is based on the ideal of convergence with a particular encoded target, which implies that speakers who are initially deceived by 'false' cognates must try and do away with other language elements which cause divergence from this target. For ELF, in contrast, we can assume convergence between the participants to be the main aim – regardless of the degree of divergence from externally defined standards.

In other words, instead of addressing lexical and semantic divergencies, or focusing on the disparities among NS and NNS, the speaker needs to look for "accommodation strategies for cooperation and engagement" (COGO, 2009, p.257),

---

<sup>346</sup> Original quote: Licen. 6 – "[...] A questão dos cognatos faz com que alunos iniciantes caiam em 'armadilhas'".

<sup>347</sup> Original quote: Acad. 4 – "[...] A comunicação dos interlocutores foi prejudicada devido a falta de conhecimento dos falsos cognatos".

<sup>348</sup> Original quote: Licen. 3 – "[...] Este diálogo apresenta clássicos equívocos ocasionados por falsos cognatos".

develop “metalinguistic awareness” (HÜLMBAUER, 2011, p.142), sided by situational and contextual factors. In this view, thinking about ELF communication means following the “unsettling common relations, not only of entering the traffic [of meaning] but of disrupting [it]” (PENNYCOOK, 2008, p.44) and thus looking at (false) cognates as an opportunity of exploiting their repertoires.

Another aspect that I observed in the undergraduate students’ answers was that communication was like a two-way street. Some students claimed that, in interaction, both interlocutors are expected to work similarly for such interaction to be successful. These students realized that synergy is essential between interlocutors in their processes of communication. If one of the interlocutors cannot negotiate meaning, communication will be impaired. The excerpts show some typical answers of the students.

[...] The lack of vocabulary of the tourist and the lack of effort of the manager in trying to understand the tourist generates the difficulty in communication<sup>349</sup> (LICEN. 2, QUEST. 2017).

[...] the manager, knowing that a tourist might have difficulty communicating in another language, should have tried to understand him, even though he didn’t use much English to communicate<sup>350</sup> (LICEN. 8, QUEST. 2017).

They realized that in the dialogue presented, the hotel manager was not interested in understanding the tourist. When the last participant mentioned that “[...] the manager, knowing that a tourist might have difficulty communicating in another language, should have tried to understand him” (LICEN. 8, QUEST. 2017), it seemed that, in addition to the problem of false cognates, the manager did not make any effort to understand the tourist, thus the communication was broken down, meaning was not negotiated, and intelligibility was impaired. It should be noted that most students interpreted that the tourist had a different L1 than the manager, and the tourist was a foreigner, whereas the manager was a local; this brings to the fore the importance of our cultural assumptions in the process of meaning-making.

In oral interactions, interlocutors are expected to try to understand each other, try to convey meaning in interactions. In other words, intelligibility depends on the willingness of both interlocutors to communicate. In discussions about ELF, the

---

<sup>349</sup> Original quote: Licen. 2 – “[...] A falta de vocabulário do turista e a falta de esforço do gerente em tentar entender o turista gera a dificuldade na comunicação”.

<sup>350</sup> Original quote: Licen. 8 – “[...] o gerente, sabendo que um turista poderia ter dificuldades de se comunicar em outro idioma, deveria tentar compreendê-lo, mesmo com o pouco inglês que ele usou para se comunicar”.

desire of establishing satisfactory intelligibility in interactions is commonly highlighted. In this regard, Pennycook (2018) argues that the assumptions concerning the human ability to communicate, the aspiration for “mutual understanding”, can be associated with the normative view of language, as an attempt of establishing the idea that intelligibility would be achieved in every situation. However, Pennycook (ibid.) emphasizes that, in real interactions, negotiation of meanings can be conflictive, tense, uncertain. It is important to reinforce the idea that “[...] language happens in context, that meaning is contextually realized, that nonverbal communication also plays a role in communication or that meaning may be interpreted differently by an interlocutor” (PENNYCOOK, 2018, p.93). In this regard Bayyurt (2018, p.411) adverts that “[...] it is necessary to take into consideration the interlocutors’ willingness to understand each other in judging the intelligibility of the speech of the speakers in various contexts around the world”. In ELF interactions, interlocutors could use some “accommodation strategies” (COGO, 2009) not only for ensuring intelligibility, but also for showing solidarity among speakers.

Pennycook (2012, p. 97) argues that the notion of intelligibility in the context of global Englishes implies reflecting on who judges intelligibility; in this sense, “[...] The spectre of mutual unintelligibility that is raised when confronted by divergent ways of speaking needs to take into account for whom such unintelligibility is presupposed”. Therefore, communication is like a two-way street, and “[...] understanding is not solely speaker – or listener – centered, but is interactional between speaker and listener” (SMITH; NELSON, 2008, p. 429).

In this way, in cross-linguistic-cultural interaction, it is not important to know if the interaction is happening between native or non-native speakers, but rather accept that English is an international language shared by different communities and meanings will be negotiated according to interlocutors’ engagement in the interaction process. In such view on intelligibility, success is situated in each concrete instance of enunciation. Canagarajah (2007) noted that an overview of the communicative environment is essential to understand the interlocutors’ language proficiency and the variables involved in intelligibility:

The speakers are able to monitor each other's language proficiency to determine mutually the appropriate grammar, phonology, lexical range and pragmatic conventions that would ensure intelligibility. Therefore, it is difficult to describe this language a priori. It cannot be characterized outside the



specific interaction and speakers in a communicative context (CANAGARAJAH, 2007, p. 925–926).

In this way, rather than focusing on language structures, or on whether the language was spoken by NS or NNS, translingual practices are focused on how language is performed by interlocutors in context, taking advantage of all resources available. Like Canagarajah (2017), I believe that “norms and meanings emerge in relation to the situated and social functions people perform over space and time” (CANAGARAJAH, 2017, p. 8), so the author considers that norms and meanings are constructed by an “assemblage” (ibidem, 2017, p.8) of dynamic resources.

Another interesting aspect that I observed in the data, in the undergraduate students’ answers, was the belief that lack of vocabulary can impair communication. In the students’ view, in order to develop fluency, learners must know about grammatical rules, usage of cognates and vocabulary as well. Some of the excerpts below showed this idea.

[...] The difficulty is due to the wrong vocabulary used by the tourist, which creates confusion in the communication<sup>351</sup> (ACAD.2, QUEST. 2017).

[...] The tourist has some vocabulary problems, which results in misunderstandings<sup>352</sup> (LICEN.8, QUEST. 2017).

[...] Especially the vocabulary problem, which directly influences good communication<sup>353</sup> (LICEN.13, QUEST. 2017).

The students understood that vocabulary and communication can be linked, that is to say, if a person does not have knowledge of vocabulary, he or she will not be able to communicate efficiently. Knowledge of vocabulary plays a functional role for second language learners (DECARRICO, 2001; ALQAHTANI, 2015). If learners realize that their vocabulary is limited, their communication ability will also be impaired. In this way, Decarrico (2001) argues that vocabulary plays an important role in language learning.

Mauranen (2012) studies vocabulary in ELF discourse in academic settings and she points out how interlocutors negotiate meaning and solve misunderstandings in different situations. The author discusses “[...] how ELF speakers collaboratively manage spoken interaction to maximise understanding through processes of

---

<sup>351</sup> Original quote: Acad. 2 – “[...] A dificuldade acontece devido ao vocabulário errado utilizado pelo turista, o que gera a confusão na comunicação”.

<sup>352</sup> Original quote: Licen. 8 – “[...] O turista tem alguns problemas de vocabulário que resulta em mal-entendidos”.

<sup>353</sup> Original quote: Licen. 13 – “[...] Especially the vocabulary problem, which directly influences good communication”.

accommodation, adaptation to variability, and enhanced explicitness” (FERGUSON, 2013, p.432). In Mauranen’s point of view, speakers can engage in accommodation strategies in order to ensure mutual intelligibility. In this sense, strategies can be used to deal with communication problems as well as to avoid them, as stated by Mauranen, when she affirms that strategies can be used for “coping with misunderstanding as well as those of preventing them” (MAURANEN, 2006, p. 144).

With the same purpose of analyzing the participants’ perceptions face to cross-linguistic influence, ten sentences were presented to them in the eighteenth question of the questionnaire, and they were expected to indicate the sentences which had attracted their attention. They had to justify their answer.

TABLE 15 – EXAMPLES OF CROSS-LINGUISTIC INFLUENCE FROM PORTUGUESE TO ENGLISH

1.( )	<i>Are you good?</i>	6. ( )	<i>He played the piano, the guitar and the battery.</i>
2.( )	<i>I don't have none problem.</i>	7. ( )	<i>He had ten years old.</i>
3.( )	<i>Mike borned in 1985.</i>	8. ( )	<i>I love live in rural area because is quiet have space.</i>
4.( )	<i>She is a famous apresentant on TV.</i>	9. ( )	<i>Some of my friends prefere to live in big cities.</i>
5.( )	<i>David is a famous American director. Your fame started because of your films.</i>	10.( )	<i>I don't go frecuently to the partys because it is crowd and noise.</i>

SOURCE: Designed by the author.

The purpose of this exercise was to reflect on how students dealt with these situations in which Brazilian English learners are usually said to code-mesh<sup>354</sup> Portuguese with English in their writing. I observed that nineteen (out of twenty-one) students identified some sentences as problematic. It seems that for most of them, these examples would not be considered to belong to standard English, which indicates the presence of the native speaker model of correctness as a reference. It seems that students prioritized the normative assumptions when they were analyzing the sentences.

In multilingual interactions, users take advantage of multiple semiotic resources in favor of communication. In this way, code-meshing can be negotiated, understood in context. I believe that each of these sentences shown in the Table 14 could be interpreted by analyzing the students’ previous knowledge, the writing genre, the writing purpose and context. I know that I presented sentences without a

<sup>354</sup> I understand the term code-meshing in the same way as Canagarajah (2013, p. 40) when he explains that “[...] Code-meshing is a form of writing in which multilinguals merge their diverse language resources with the dominant genre conventions to construct hybrid texts for voice”.

broader context, without giving the students further clues for interpretation, but I think that some of these sentences are common among English learning students, especially beginners, and would be recognized as such by the students. For instance, the fourth sentence in Table 15, “She is a famous apresentant on TV”, could be interpreted differently from the normative view. The word “apresentant” is considered wrong in standard English, but this construction could be considered creative because, for Brazilians, the term “TV presenter” is called “apresentador de TV”, so the writer most likely associated the root of Portuguese language “apresent”, mixed with the suffix -ant (as in accountant) to form the word. In this perspective, when students use strategies as code-meshing, in their writings, they are trying to make associations and construct meanings, so these misunderstandings could not be seen as problematic, because they use all semiotic resources available to make sense, like accommodation strategies to construct meaning. In Canagarajah’s view “[...] codemeshing is a model for multilinguals to merge diverse codes for voice, as a realization of translingual practice” (CANAGARAJAH, 2013a, p. 113).

I observed in data that only two students (out of 21) answered that they would correct the sentences only if they caused misunderstandings in communication. Acad. 3 answered “[...] I would correct those that can disrupt the meaning and impair communication”<sup>355</sup>. In the same perspective, Acad. 4 pointed out that “[s]ome of them attracted my attention because of the fact that there may be a misunderstanding during the interlocution”<sup>356</sup>. In their views, the communication process should not be interrupted when it is flowing. That would mean doing what Firth described as the ‘let it pass’ (FIRTH, 1996) principle mentioned in section 5.3. Likewise, the other student explained that mistakes are common in the learning process and they could be seen as a step of acquiring knowledge, as shown in the excerpt:

I think all the sentences have mistakes that usually occur in the learning process. No one attracted my attention in particular, because they are trivial mistakes. Mistakes are part of the process and should not be seen as a bad thing, but rather a path to success<sup>357</sup> (ACAD. 1, QUEST. 2017).

---

<sup>355</sup> Original quote: Acad. 3 – “[...] Eu corrigiria as que podem atrapalhar o significado e prejudicar a comunicação”.

<sup>356</sup> Original quote: Acad. 4 – “[...] Algumas delas chamaram minha atenção pelo fato de poder haver um mal-entendido durante a interlocução”.

<sup>357</sup> Original quote: Acad. 1 – “[...] Acho que todas as sentenças trazem erros que ocorrem comumente no processo de aprendizagem. Nenhuma me chamou a atenção de maneira especial, pois são erros

For this student, mistakes are part of the development process. In Botley's (2015, p. p.84) view, "[...] an error or mistake is unsuccessful language use that would not be found in the production of a native speaker". However, in the ELF perspective, 'errors and mistakes' could be understood in different ways, because the variable rules that happen in ELF interactions are legitimated locally, according to the purpose of communication. In this way, rules are shared and negotiated in contact situations. In order to clarify the differences between error and mistake, Botley (2015, p. 83) explain that

[...] Errors can be defined as systematic deviations from the rules of a target language, as they are believed to occur because a learner does not know a given rule or feature (...) Mistakes, on the other hand, are usually seen as unintentional, accidental slips resulting from simple laziness or forgetting, or insufficiently internalized rules.

It seems that error is usually associated with lack of knowledge, while a mistake is an accidental usage.

By contrast, sixteen undergraduate students out of twenty-one defended that the problems in the sentences should be avoided and corrected, hence mistakes are seen as linked to a prescriptive negative part of the assessment. In this context, mistakes were conceptualized in a structuralist perspective, that is, as following a common standard model, determined by native speakers, as discussed in chapter 4.2. In their answers, expressions like "all sentences have grammatical deviations" (LICEN.11, QUEST. 2017), or "[...] I would try to explain to the students the correct ways and why they are wrong" (ACAD. 2, QUEST. 2017) were mentioned.

The principles of the CLT approach in language teaching seem to guide students' imagination concerning the mastery of the language. It seems that some students are still focused on the idea that "[e]rrors were to be avoided through controlled opportunities for productions (either written or spoken)" (RICHARDS, 2006, p.4). They still follow the CLT approach that "[...] values the mastery of skills over the actual use of the language"<sup>358</sup> (MARSON, 2018, p.154).

It should be noted that the non-normative structure of the sentences seems to bother some students, as stated in this excerpt.

[...] I would imagine that students do not have much knowledge of vocabulary and grammatical rules. Depending on the grade in which this

---

triviais. O erro é parte do processo e não deve ser encarado como uma coisa ruim, mas sim, um caminho para o acerto".

<sup>358</sup> Original quote: "[...] ainda preza o domínio de habilidades em detrimento do uso real da língua".

occurred, I would be surprised and disappointed<sup>359</sup> (LICEN. 12, QUEST. 2017).

In this participant's view, the way sentences were constructed in Table 14 represent the writer's lack of knowledge of vocabulary and grammar. When the participant mentioned that if these examples had occurred in his classes, he "[...] would be surprised and disappointed" (LICEN. 12, QUEST. 2017), it seems that his view of language and misunderstandings is linked to the norm, because he had some previous expectations regarding the writer's knowledge of the language. This also refers to the idea that effective learning means reproducing grammar – the undergraduate student would probably be disappointed because he believes that what is taught needs to be reproduced right away and therefore his students' mistakes would indicate that his teaching was not effective.

Another undergraduate student stressed that mistakes can be treated in different ways according to the context. In his teaching prospect, the sentences shown in the questionnaire, could be accepted in some contexts, but not in others.

[...] Everything would depend on the context. I believe that in the classroom, at school, these sentences would be accepted by me, since I would have to take into account the students' level of English, their grade, their age and also what I would have actually proposed as an activity and what I would have expected as a result. I believe that in a more serious situation, say, an English test or even at a certain undergraduate level, these sentences might not be accepted<sup>360</sup> (LICEN.8, QUEST. 2017).

This idea of English follows the translingual overview of accepting semiotic resources in an ecological way, so language norms can be reviewed according to the context, and there is negotiation of meanings. In the contemporary world, it is meaningful to think of intercultural and multilingual communication, which allows people to communicate with English speakers all over the world. We are living in an era of multiliteracies and ELF; therefore, rather than mastering the skills (reading, listening, writing and speaking) perfectly, it is important to think of languages as mobile resources that allow us to interact in social, cultural and historical settings.

---

<sup>359</sup> Original quote: Licen. 12 – “[...] Eu imaginaria que os alunos não têm muito conhecimento de vocabulário e regras gramaticais. Dependendo da série que isto ocorreria ficaria surpresa e decepcionada”.

<sup>360</sup> Original quote: Licen. 8 – “[...] Tudo dependeria do contexto. Acredito que no trabalho em sala de aula, na escola, estas frases seriam aceitas por mim, pois teria que levar em conta o nível de inglês dos alunos, a série, a idade e também o que de fato eu teria proposto como atividade e o que eu esperaria de resultado. Acredito que numa situação de algum teste de inglês mais sério ou mesmo em um determinado nível de graduação, talvez não fossem aceitas estas sentenças”.

Globalization has offered the possibility of using language as an “assemblage” (CANAGARAJAH, 2018) of semiotic resources in the technological age. In this view, language users can take advantage of resources to interact in contact situations and construct meanings to act in the social world.

Lu and Horner (2013) defend that the translingual approach conceives language, users, practices and contexts “[...] as always emergent, in process (a state of becoming), and their relations as mutually constitutive” (LU; HORNER, 2013, p.587).

Two students said that they did not want to express their opinions about the sentences, because they did not feel confident to talk about English language rules. One participant wrote:

[...] I prefer not to answer .... I do not know English grammar very well and I know that some are wrong. Like I said, I am not proficient in the language and I discovered in my classes at university that I definitely do not like English. I wonder how I would react to these sentences if I do not even know the grammar of English and the answer is: I do not know<sup>361</sup> (LICEN. 16, QUEST. 2017).

It is explicit in the passage that this participant is not satisfied with the English proficiency level that he reached at the end of the major and he affirmed that he does not like English, either.

#### 5.4.2 Teacher educators

In the same unit, teacher educators answered two questions in the questionnaire, which are identical to those given to the undergraduate students.

TABLE 16 – QUESTIONS ACCORDING TO THE THEMATIC UNIT – TRANSLANGUAGING – TEACHER EDUCATORS

CONTENT ANALYSIS			
TEACHER EDUCATORS	thematic unit	Source	Questions
	Translanguaging	Questionnaire	<p>13. Read the dialogue between a hotel manager and a tourist and discuss the reasons for the difficulty in communication.</p> <p>14. Observe the sentences below. Which ones attract your attention? How would you react if they came up in your classes? Please, explain.</p>

<sup>361</sup> Original quote: Licen. 16 – “Eu prefiro não responder..., não conheço muito bem a gramática do Inglês e sei que algumas estão erradas. Como eu disse, não sou proficiente na língua e descobri na graduação que definitivamente não gosto do Inglês. Me pergunto como eu reagiria frente a essas frases se nem conheço direito a gramática do Inglês e a resposta é: não sei”.

SOURCE: Designed by the author.

In the topic of translanguaging, two categories were created from teacher educators' answers. 1) The influence of Portuguese in English learning; 2) classroom correction.

#### 5.4.2.1 Misunderstandings

I observed in data analysis that all professors believed that the influence of Portuguese brings consequences to English learning. First, the dialogue between a hotel manager and a tourist, discussed in the previous section, was given to the professors in the thirteenth question of the questionnaire. Out of eight teacher educators, seven recognized that the tourist used his knowledge of Portuguese to construct meaning in English, but this was seen as a problem more than an advantage.

In the same way as the students, when analyzing the dialogue, the teacher educators stressed that there was a lack of interest from the manager in trying to understand the tourist.

[...] in fact, there was a phenomenon of transfer of the use of the mother tongue to the foreign language (EFL). However, we could also see the lack of knowledge of the hotel manager about the difficulties that EFL speakers can present (...) But I find it that a dialogue like this is very unlikely to occur, because no matter the communication situation, the interlocutors can always help each other express themselves, if, in fact, they want to understand each other<sup>362</sup> (PROF. 5, QUEST. 2017).

[...] I think the manager could be more 'sensitive' or more culturally informed and he could have tried to help solve the existing problems. When you are a tourist, in a country that does not use your mother tongue, you feel 'disempowered', and any 'misunderstanding' makes you impatient and even more aggressive than you normally are<sup>363</sup> (PROF. 6, QUEST. 2017).

---

<sup>362</sup> Original quote: Prof. 5 – “[...] na verdade, ocorreu um fenômeno de transferência do uso da LM para a LE. Entretanto, poderíamos também destacar o desconhecimento do Gerente do hotel em relação às dificuldades que os falantes de EFL podem apresentar (...) Mas acho pouquíssimo provável que um diálogo como este chegue a ocorrer, uma vez que, não importa a situação de comunicação, os interlocutores sempre podem auxiliar um ao outro se expressarem, se, de fato, querem se compreender mutuamente”.

<sup>363</sup> Original quote: Prof. 6 – “[...] Acho que o *manager* poderia ser mais 'sensível' ou mais culturalmente informado e ter tentado ajudar a desfazer os problemas criados. Quando a gente está numa condição de turista, em um país que não usa a nossa língua materna, a gente se sente “desempoderado”, e qualquer ‘misunderstanding’ nos deixa impacientes e até mais agressivos do que normalmente somos”.

Both teacher educators quoted above highlighted that the manager could have been more 'sensitive' to the tourist's difficulties. They argued that the manager did not show any patience or attempt to help the tourist.

When reflecting on the negotiation of meanings in interactional contexts, Pennycook (2018, p. 93) argues that the goal of "mutual intelligibility" is not an easy and end-point process, because communication can be represented by "[...] conflict, ambiguity and uncertainty" (PENNYCOOK, 2018, p. 93). According to the author, conveying meaning in multilingual interactions can be conflictive and interlocutors can face a situation of "mutual misunderstanding" (PENNYCOOK, 2018, p.91). Furthermore, the process of communication in interactions cannot perpetuate power and inequality.

I could observe, in the students and teacher educators' responses, that both of them realized that the manager's unwillingness to engage in interaction would impair the success of communication. This fact clearly shows that we have to take into account other elements that go beyond the verbal features in interaction to characterize the utterance, for example intonation, eye contact, gestures, ways of interacting and context of use. I would say that all semiotic resources are useful in our practices, hence multimodal resources are important in communication for the purpose of meaning-making. Thus, in all interactions, but even more so in multilingual and intercultural interactions, it is important to develop a willingness to understand what each interlocutor want to express, so "[t]he apprentices must develop tolerance for each other's culture and simultaneously value their own, feeling comfortable with diversity"<sup>364</sup> (MOTT-FERNANDEZ; FOGAÇA, 2009, p. 201).

Another point raised by the teacher educators, concerning the sentences in question fourteen, was the awareness that students usually mix languages, i.e., they usually use their knowledge of Portuguese when they are constructing meaning in English. One of the participants mentioned that

[...] most of the misunderstandings in the use of English in these occurrences come from the learners' attempt to construct meaning, using Portuguese as a reference. I don't usually stress out about them, since my experience has prepared me to expect them to occur. I try, then, to take advantage of the situations in which such occurrences happen to show to all learners that they can be understood as meaning-making strategies, but they do not always work out. And then we clarify each one of them, trying to

---

<sup>364</sup> Original quote: "[...] Os aprendizes devem desenvolver a tolerância com relação à cultura do outro e simultaneamente valorizar a sua própria, sentindo-se confortáveis com a diversidade".



show why they happen, that is, what kind of transfer occurred and why<sup>365</sup> (PROF.5, QUEST. 2017).

This teacher educator explained that because students “used Portuguese as reference” (PROF. 5, QUEST. 2017) in the sentences in the question fourteen, part of the comprehension was impaired, but this teacher educator also realized that each situation could be discussed and analyzed inside a broader context. In this participant’s point of view, the tourist was using “meaning-making strategies” (PROF. 5, QUEST. 2017). She said that she usually takes advantage of these occurrences to explain that interlocutors usually make connections to Portuguese as an attempt to construct meaning, but each interaction situation must be seen as a specific case.

I would say that when students develop this possibility of shifting between languages to produce meaning, it is as if they can understand that the language is constantly changing, involving all available resources to produce meaning. In this sense, I believe that it is not just a matter of constructing structures that blend both Portuguese and English languages, but it is an attempt to accommodate the differences in the speakers’ repertoires in favor of communication. In this way, when students are learning English, they shift between languages (Portuguese-English), in a natural ‘spontaneous translanguaging’ (CENOS, 2019). It is as if the norms that a student learned in both languages served as a support to engage him in meaning-making. In this sense, translanguaging allows us to broaden the view of language borders as well as the use of all semiotic resources available in favor of communication (PENNYCOOK, 2017b).

#### 5.4.2.2 Classroom correction

In the same way as undergraduate students, the same ten sentences were presented to the teacher educators. First, they indicated the sentences that attracted their attention, and all of them answered that these sentences needed to be

---

<sup>365</sup> Original quote: Prof. 5 – “[...] a maioria dos mal-entendidos no uso do inglês nestas ocorrências advêm da tentativa de significação, por parte dos aprendizes, lançando mão do português como referência. Eu reajo com a maior tranquilidade, uma vez que a minha experiência me preparou para esperar que elas ocorram. Procuro, então, aproveitar as situações em que tais ocorrências acontecem para mostrar para todos os aprendizes que elas podem ser entendidas como estratégias de expressão de significados, mas que nem sempre funcionam. E aí vamos esclarecendo cada uma delas, procurando demonstrar o porquê ocorrem assim ou assado, ou seja, que tipo de transferência ocorreu e por quê”.

corrected. Here, the third category emerged – teacher educators’ responsibility of correcting mistakes. It means that they feel responsible for showing their students the mistakes they make, either individually or collectively, as there is still the structuralist view that the student cannot deviate from the standard norm. Another important aspect in the teacher educators’ answers was that students’ recurrent errors reflect their deficit in learning, that is, teacher educators believed that students have to be willing to overcome their own limitations and create goals to be achieved.

Prof. 6 associated the problems in the sentences (from question 14) with competence. She noted that proficiency and fluency depended on the students’ goals. She answered:

I would not have any particular reaction [if these came up in her classes] because I understand that students are in the process of learning that language. I understand that achieving the results expected for communication using the "standard language" depends on commitment, time devoted to studying, and this will happen when the student decides to dedicate time to improve what he / she has set as his or her learning goal<sup>366</sup>(PROF. 6, QUEST. 2017).

In this way, this participant seems to think that there is a standard language to be learned, and that the student’s success depends on his own will and on establishing goals to be achieved.

It can be noticed that some teacher educators still guide their practices through structuralist perspectives, in which mistakes need to be avoided and corrected. I also noticed that there is a tendency of attributing to students the responsibility for their own learning. I believe that teaching-learning is a shared cooperative process, so both teacher educators and students have responsibilities to be fulfilled.

The structure of curricula may reflect the teacher educators’ and the students’ practices; therefore, it is important to be aware of institutionalized practices, of how knowledge of English is conceived at university and move towards a reflexive perspective to promote change in practices.

As I have said for the previous categories analyzed here, I believe that there are many variables involved in teaching-learning process, including institutional

---

<sup>366</sup> Original quote: Prof. 6 – “[...] Não teria nenhuma reação em especial, pois entendo que os alunos estão em processo de aprender essa língua. Entendo que para o que é esperado para a comunicação utilizando a “língua padrão”, depende do comprometimento, tempo de estudo e que isso irá ocorrer, quando esse aluno/a resolver dedicar tempo para melhorar o que ele(a) colocou como meta de aprendizagem”.

support, students' language background and literacies, the availability of resources, teacher education, educational policies, etc.

Thus, the concept of assemblage helps us understand language learning once more; in Pennycook's words,

[...] Rather than considering linguistic repertoires as internalised individual competence or as the property of an imagined community, the notion of a semiotic assemblage expands the semiotic inventory and relocates repertoires in the dynamic relations among objects, places and linguistic resources, an emergent property deriving from the interactions between people, artefacts and space (PENNYCOOK, 2017b, p. 11).

In this way, I believe that teachers and students should be challenged to avoid hegemonic practices, and try to reflect upon their own practices in order to promote social change. Applied linguistics, language, and literacy – seen from a posthumanist perspective (PENNYCOOK, 2018) – lead to a view of teaching and learning as cooperative, shared and social constructed processes.

#### 5.4.3 Reflecting on undergraduate students and teacher educators' answers about translanguaging

I could realize according to undergraduate students and teacher educators' answers that they seemed to be resistant to translanguaging, even though they were open to multiliteracies. Teacher educators mentioned they would happily include varied semiotic resources and modes in their teaching practice, as they realized they were crucial in the construction of meanings, but they would not accept what they perceived as mistakes originating from an influence of Portuguese in English. It seems that when undergraduate students use all available resources in their language repertoires to construct meaning – such as the use of the Portuguese language in texts in English – these uses have been interpreted as harmful to language learning. It is curious to note that both students and teachers welcome the possibility of utilizing all available resources considering multiliteracies and multimodal practices, but they repel the uses of available resources such as L1, in written texts. This contradiction can be understood as arising from the previous language education that participants had, based on the mastery of grammatically correct language, in which errors must be avoided and corrected and L1 influence is considered negatively.

Blommaert (2010) understands languages as mobile resources inserted in socio-cultural contexts. In the author's point of view in communication interactions meanings are negotiated collaboratively, so people use all resources they have to communicate. In Blommaert's words

[...] acquiring these resources (a process usually called 'language learning') would in effect be the construction of a multilingual repertoire. We would acquire the linguistic features of these languages – their sounds, words, grammatical patterns of use – as well as some of their pragmatic features – ways of organizing interaction in such languages, communicative routines, registers that enable us to perform certain roles and identities – and cultural patterns – the use of genres, the language-ideological load of particular expressions , and so forth. (BLOMMAERT, 2010, p. 105-106).

I see Bloomaert's view as akin to translanguaging, in which what matters is negotiation and meaning-making, not the artificially constructed boundaries between languages. In this sense, the interlocutor should make use of all resources available, considering of course the context of enunciation (Bakhtin, 2006), in order to make meaning in each situated space of interaction.

## 6 (IN)CONCLUSIVE REMARKS

“[...] teacher education must provide educators with tools to create and recreate their practice through reflection on daily life”<sup>367</sup>. (FREIRE, 1991, p. 80).

In a world of constant change, it can be said that teacher education never ends, but rather, there is “lifelong teacher education”.

Since the introduction of this dissertation, I made it clear that I am interested in the field of teacher education. In my master’s thesis, I felt the need to study how in-service higher education teacher educators deal with didactic-pedagogical resources for teaching English, especially the resources involving virtual learning environments in higher education. In the doctorate, I was motivated to observe how undergraduate students and teacher educators perceived the classroom practices in which they were involved in the languages major in a university in Brazil. I investigated the language practices of preservice teachers and their teacher educators, in order to understand how concepts of language were constructed and how theory and practice were connected in the students’ practicum.

What have I learned in these four years of study? I could say that this study was an opportunity of challenging my own epistemological beliefs. It is not easy to leave behind old assumptions, accept new forms of teaching-learning, but I embraced this opportunity of challenging my own limits, by visiting another country, being in contact with other theories than the ones that were familiar to me, and seeing the world from another perspective both in Brazil and abroad. I need to confess that I love studying! I feel alive and it is so rewarding to see that there are possibilities in the future of teacher education. It is not an easy path, since conflict destabilizes, unbalances, makes us fall and rise up again; but struggles are part of what makes us feel alive, and they teach us how to construct knowledge in a different way.

I would say that thinking about teacher education in the contemporary world means conceptualizing language in a postmodern view without borders and fixed patterns, getting to know other scholar’s perspectives, learning about other world

---

<sup>367</sup> Original quote: “[...] a formação do educador deve instrumentalizá-lo para que ele crie e recree a sua prática através da reflexão sobre o seu cotidiano”.

perspectives, go beyond one's own limits, accepting cultural differences and having them challenge our own, learning that people deal with learning in their own way, without the need for monolithic theories and models for putting all learners into the same box.

For me, as a researcher, this study was an opportunity to reflect on pre- and in-service teacher practices as delinked from monolingual, standardized views, as well as reflect on construction of meanings that surpassed the level of printed texts, thereby enabling multiple interactions and interpretations among various semiotic modes. I was interested in the challenges imposed by the contemporary world involving multiliteracy practices, the multiplicity of languages, sounds, colors, cultural diversity (COPE; KALANTZIS, 2000), and power relations involving English-language communication in global contexts. We are living in an era of constant change; English has become a global *lingua franca*, so it is essential to prepare undergraduate students to deal with the plurality of languages, technological interconnectivity, multiple literacies, and semiotic resources for them to be able to negotiate meanings in this plural world.

As far as teacher practices are concerned, my focus was on theoretical and pedagogical links among 1) Multiliteracies; 2) Proficiency; 3) English as *Lingua Franca* and 4) Translanguaging.

Data were generated through different sources like questionnaires, interviews and class observations. For data analysis, I used Bardin's (1977) content analysis. Through the analysis of categories and data triangulation, which gives greater reliability to the research (FLICK, 2002), it was possible to build a careful analysis of the participants' discourses, interpreting what I sensed as constituting their perspectives in relation to multiliteracies, English as a *lingua franca* and translanguaging.

It is necessary that the researcher has a multifaceted look in the research process, so that he tries to understand the complexity of the phenomenon, involving the research participants, the environment in which they are inserted, the social relations established among them and with the researcher.

The first epistemological curiosity was related to the thematic unit "Multiliteracies". I could realize that the desire of including different modalities (linguistic, visual, spatial, gestural, sound) in teaching practices was recognized by both undergraduate students and teacher educators in the program; however, the

participants raised issues concerning structural problems (institutional support, availability of mechanical resources), teachers' agency and constraints in getting involved with practices that they are not familiar with. Teacher educators, in particular, claimed that they feel as if they do not have theoretical and pedagogical preparedness to deal with multiliteracies.

In this research, I adopt the critical literacy perspective, in which multiliteracies can be taught in a collaborative way between teacher educators and students, by exploring emerging multimodal modes in creative ways, beyond pre-given skills. In other words, I believe that "[...] only concentrating on individual academic skill-sets does not empower students to know — and understand — and eyes-wide-open see — just what is at stake in the battleground that is literacy and its social enactment" (BERNIZ; MILLER, 2017, p. 117).

I linked availability of semiotic resources with multiliteracies and multimodality because, inspired by Gee's idea of using "multimodal texts" (GEE, 2010, p.194) for meaning-making, I believe that teacher educators and students can take advantage of various forms of semiotic modes – linguistic, visual, spatial, gestural, and sonorous – to produce knowledge.

I could observe that undergraduate students deal with technological resources easily outside school settings, but when they plan the English classes, they still focus on structuralist resources, e.g., the textbook, chalk and blackboard, most certainly because these are the resources available in school settings. It seems that there is a struggle between old and new tenets, at the same time that participants, especially students, recognize that multiple semiotic resources would be useful for English teaching. I observed some resistance in experimenting new forms of teaching practices. In this respect, Jordão (2004a, p.22) adverts that

[n]ew cultural politics, new meanings and new sense-making processes are not easily created, implemented or accepted. Particularly in education, there is usually a strong resistance to otherness, or to possibilities of radical change, for such change entails challenge and transformation of the fixed foundations that have built our identities.

The insertion of multiliteracies and multimodality in English teaching is a long process; thus, inspired by Duboc (2013; 2015), I would say that professors could change their attitude "between the cracks", little by little, taking advantage of possibilities that emerge in their contexts.

Regarding “proficiency”, I could observe that this is a sensitive issue for both undergraduate students and teacher educators. Undoubtedly, proficiency understanding is linked to language conception. Although the undergraduate students and teacher educators declared that they preferred to have non-native teachers in the language major, I could observe that expectations for a good language teaching-learning, most of time, follow the premise of mastering the four-skills of the language (inheritance of the standard language). In the structuralist view, proficiency is synonymous with an idealized speaker, whose competence is compared to the native speaker model. On the other hand, in the ELF view, language is taught while considering unmarked borders, different speakers, cultural differences, intelligibility, new pedagogical approaches, instead of focusing on native-speaker proficiency. Instead of worrying about accuracy in form, one must worry about communication, making oneself understood, negotiation of meanings. We have to dissociate the view of ownership (WIDDOWSON, 2003) and understand that English language belongs to anyone who wants to speak it (no matter who and where you are).

It is important to realize that undergraduate students and teacher educators suffer from the “impostor syndrome” (BERNAT, 2008), a feeling of insecurity, an idea that there is something missing in their language performance (always comparing themselves to the idealized native-speaker construct). If English has become the language used in mobility, multicultural and multilingual interactions, undergraduate students need to be confident about their own English practice so that they can act in a diverse world.

As far as ELF is concerned, I observed that changes in communication and information access have interfered in educational environments and in pedagogical practices as well. Problematizing language assumptions, at university and elsewhere, is an exercise of denaturalizing fixed language conceptions (MAKONI; PENNYCOOK, 2007). For undergraduate students, the concept of ELF is not clear, especially because they do not know how to deal with questions relative to normative grammar, and different language uses in the classroom. Based on the views of the teacher educators, it is difficult to conduct changes in practices, not only because of institutional constraints, such as curriculum structure, imposition of materials in educational programs, but also because they have difficulty in making other theoretical-methodological assumptions. Reinterpreting old assumptions is not an



easy task to accomplish, since these decisions interfere with the way teacher educators conceptualize language, control, assessment, meaning-making and repertoire. I believe that it is important to promote the ELF-aware perspective (SIFAKIS, 2009, 2014a) in teaching programs to help undergraduate students and teacher educators understand and revise their own teaching assumptions concerning authority, power, ownership of the language to promote changes in practices.

I could observe a dichotomy concerning native versus non-native models among the research participants. On the one hand, the undergraduate students seemed to defend the idea that they did not need native English educators in their major; on the other hand, most of them expressed their desire to study in inner circle countries (KACHRU, 1996). The assumption that native-speakers (from the inner circle countries) are the owners of English is linked to the idea of the “Herderian triad” (BAUMAN; BRIGGS, 2000), in which language, community and place were intertwined and brought serious implications to languages and social life. It seems that their identities are divided into two polarized ways, modern versus postmodern, fixity versus fluidity.

In line with Johnson and Freeman (2001, p. 65), I believe that “[...] When language teachers have multiple opportunities to situate and interpret knowledge [English] in their work, they engage in a process of sense-making that empowers them to justify their practices in the theories that they understand and can act upon in their own classrooms”. Problematization of ELF in teacher education programs can help teachers be aware of multiple uses of English and the ELF-aware pedagogy (KEMALOGLU-ER; BAYYURT, 2018), and critically discuss the awareness of intercultural ELF (SIQUEIRA, 2008) and the ELF perspective (EL KADRI; GIMENEZ, 2013).

I believe that languages could be conceptualized in a pluralized form at university, considering English as a lingua franca, whose interlocutors interact without restrictions of borders, using all resources available to construct meanings contextually. Regarding the uses of ELF, I could observe that the teacher educators and the undergraduate students presented positive behaviors concerning the use of communicative strategies to deal with misunderstandings in oral interactions, as discussed in chapter 5.3. They usually use a variety of accommodation, compensatory and stalling strategies to overcome communication problems in interactions and also all semiotic resources available to them. I could observe the

use of other strategies such as the ones described by Firth (1996), i.e., the “let-it-pass” and “make-it-normal” strategies, which were also mentioned by the students and the professors that participated in the present research (see chapter 5.3.1.1.).

Informed by traditional approaches to language acquisition and probably also by CLT, both the undergraduate students and the professors emphasized the cross-linguistic influence as a factor of misunderstandings. However, I believe that languages can be seen not as separate codes, but rather through the notion of repertoire (BLOMMAERT, 2015), which includes all the resources (verbal or not) available to language users for them to produce meaning. In this view, languages are connected to the speaker’s identities and social experiences, and to their literacies (or multiliteracies practices), so they use the “assemblage of repertoires” (CANAGARAJAH, 2018) available to them to make meaning.

This study reflected the pedagogical practices of pre- and in-service teacher educators at a public university in Brazil, in a context which technological and communicational changes in the contemporary era affect their everyday practices. We could say that the restricted model of printed literacy practice is destined to fade away, hence a range of semiotic resources such as images, sounds, screens, body language, etc, can be added to pedagogical practices in English classes. In this perspective, it is important to “[...] examine the ways in which teachers orchestrate a range of modal resources, gesture, gaze, position, posture, action with books and boards, and talk in the classroom” (JEWITT, 2008, p. 251). In the referred author’s point of view, the way teachers deal with a variety of semiotic resources impacts their classroom approach.

Relating the analysis of undergraduate students and teacher educators’ questionnaires and interview responses gave me wider possibilities to interpret how I think participants conceived their practices, as well as it allowed me to understand the complexity of addressing the concepts of language, power, and agency of English language teaching and learning.

The first step to decolonize English language teaching is to discuss how and why English can/ should (not) be dealt in different disciplines at the university. Through this problematization, concepts of language, proficiency and intelligibility can be debated in each specific situation, and students and teacher educators can reflect on pre-established language models and the stigma of the impostor syndrome (BERNAT, 2008).

I also believe that to decolonize our teacher education practices, we need to promote discussions about the understandings of language by speakers of different language communities, always taking into account its social, political and cultural aspects and thus tackling on our notions of what is involved in our conceptualizations of proficiency, interaction and negotiation of meanings. In this sense, in the postcolonial view, the critical reflection of language has repercussions for language users and their uses.

Decolonizing language teaching at the university implies understanding language in a situated manner, based on its varied interpretive communities, discussing the didactic-pedagogical implications of its contingent and situated literacy practices.

Thinking about teacher education in a decolonial way means to delink (MIGNOLO, 2014) our epistemologies from the hegemony of language teaching that has been blindly following the pattern dictated by hegemonic countries, resisting the capitalist logic of reifying language as a commodity. It means conceptualizing language without boundaries, prioritizing the intercultural communication of peoples. It means detaching from the logic of given, objective, compartmentalized knowledge, discovering other logics in institutionalized knowledge, linking theory to local practices.

I have acknowledged that this study has limitations. Firstly, I decided to generate data from two groups of participants: twenty-one undergraduate students from the last year of the Portuguese-English major of a public university and seven teacher educators, who taught English for this major. The decision of analyzing data from both groups was interesting, in terms of comparing perspectives and assumptions of the participants at the university; however, if I had chosen just one group I could have analyzed the data even further. Having said that, I think that the contrast of the undergraduates' and the teacher educators' positions could help us understand the rationality of practices in a major in higher education.

I believe that my work could contribute to other scholars who are interested in analyzing undergraduate students' and teacher educators' practices, particularly about issues concerning multiliteracies, proficiency, ELF and translanguaging. The theoretical discussion and data analysis could help other scholars to understand how students and educators could deal with misunderstandings, didactic and pedagogical resources in the classroom.

## REFERENCES

- ABRAHÃO, M. H. V. Algumas reflexões sobre a abordagem comunicativa, o pós-método e a prática docente. In: **EntreLínguas**, Araraquara, v.1, n.1, p. 25-41, jan/jun. 2015.
- ADAMI, E.; KRESS, G. The social semiotics of convergent mobile devices: new forms of composition and the transformation of habitus. In: KRESS, G. **Multimodality: a social semiotic approach to contemporary communication**. New York: Routledge Taylor and Francis Group, p. 184-197, 2010.
- AHMED, S. T. S.; PAWAR, S. V. A Study of Communication Strategies Employed by Radfan College EFL Students in their Classroom Interactions. In: **New Academia: An International Journal of English Language, Literature and Literary Theory**. Vol. VII, Issue III, July 2018.
- AJAYI, L. Preservice teachers' knowledge, attitudes, and perception of their preparation to teach multiliteracies/ multimodality. In: **The teacher educator**, n.46, p. 6-31, Taylor and Francis Group, 2011.
- ALKMIM, T. M. Sociolinguística – Parte I. In: MUSSALIM, F.; BENTES, A. C. **Introdução à linguística: domínios e fronteiras**, v. 1, 9. ed. São Paulo: Cortez, 2012.
- ALPTEKIN, C; ALPTEKIN, M. The question of culture: EFL teaching in non-English speaking countries. In: **ELT Journal**, n.38, v.1, January 1984.
- ALQAHTANI, M. The importance of vocabulary in language learning and how to be taught. In: **International Journal of Teaching and Education**. v.3, n.3, p. 21-34, 2015.
- ALVAREZ, S. P. Composition rhetoric translingual turn: multilingual approaches to writing. In: **International Journal of the Sociology of Language**, Issue 241, p. 155–161, 2016.
- ANASTASIOU, L. G. C. Da visão da ciência à organização curricular. In: ANASTASIOU, L. G. C.; ALVES, L. P. (Orgs.). **Processos de ensinagem na universidade: pressupostos para as estratégias de trabalho em aula**. 6. ed. Joinville, SC: UNIVILLE, 2006. p. 40-65.
- ANASTASIOU, L. G. C.; ALVES, L. P. (Orgs.). **Processos de ensinagem na universidade: pressupostos para as estratégias de trabalho em aula**. 6. ed. Joinville, SC: UNIVILLE, 2006. p. 40-65.
- ANDERMAN, G.; ROGERS, M. (Eds.). **Translation today: trends and perspectives**. Clevedon, UK: Multilingual Matters, 2003.
- ANDRÉ, M. E. D. A. **Etnografia da prática escolar**. Campinas, São Paulo: Papirus, 1995.

ÁRVA, V.; MEDGYES, P. Native and non-native teachers in the classroom. In: **System**, n.28, p. 355-372, 2000.

BACHMAN, L. F. **Fundamental considerations in language testing**. Oxford: Oxford University Press, 1990.

BAKHTIN, M. **Marxismo e filosofia da linguagem**: problemas fundamentais do método sociológico da linguagem. Trad. Michel Lahud et al. 12. ed. São Paulo: Hucitec, 2006. 376 p.

BAKHTIN, M.; MEDVEDEV, P. N. **The Formal Method in Literary Scholarship**, Baltimore: Johns Hopkins University Press (first published in 1928), 1978.

BAKER, W. English as an academic lingua franca and intercultural awareness: student mobility in the transcultural university. In: **Language and Intercultural communication**, Routledge – Taylor and Francis Group, 2016, p. 1-15.

BARCELOS, A. M. F. What is wrong with a Brazilian accent? In: **Horizontes da Linguística Aplicada**, v. 2, n.1, p. 7-21, 2003.

BAYYURT, Y. Issues of intelligibility in world Englishes and EIL contexts. In: **World Englishes**, v.37, John Wiley and sons Ltd, p.407-415, 2018.

BARDIN, L. **Análise de conteúdo**. Lisboa: Edições 70, 1977.

BAUMAN, Z. **Modernidade líquida**. Rio de Janeiro: Jorge Zahar, 2001.

BENKE, E.; MEDGYES, P. Differences in teaching behavior between native and non-native speaker teachers: as seen by the learners. In: LLURDA, E. (Ed.). **Non-native language teachers**: perceptions, challenges and contributions to the profession. New York: Springer, 2005. p.195-215.

BERNAT, E. Towards a pedagogy of empowerment: the case of 'Impostor Syndrome' among pre-service non-native speaker teachers in TESOL. In: **ELTED**, v. 11, p. 1-8, 2008.

BERNIZ, K. MILLER, A. English language support: a dialogical multi-literacies approach to teaching student from CALD backgrounds. In: **Journal of Pedagogy**, v. 8, n. 2, p. 101-120, 2017. Available at: <<https://doi.org/10.1515/jped-2017-0011>> Access in March 2019.

BIALYSTOK, E. **Communication Strategies**. Oxford: Basil Blackwell, 1990.

BIESTA, G.J.J.; TEDDER, M. Agency and learning in the lifecourse: towards an ecological perspective, In: **Studies in the Education of Adults**, v. 39, n.2: p.132–49, 2007.

BJÖRKMAN, B. Pragmatic strategies in English as an academic lingua franca: ways of achieving communicative effectiveness. In: **Journal of Pragmatics**, v. 43, Elsevier, p. 959-964, 2011.

BLOMMAERT, J. Language: the great diversifier. In: VERTOVEC, S. (Ed.) **Routledge International Handbook of Diversity Studies**. London: Routledge, p. 83-90, 2015.

BLOMMAERT, J. **The sociolinguistics of globalization**. Cambridge: Cambridge University Press, 2010.

BLOMMAERT, J.; BACKUS, A. Superdiverse repertoires and the individual. In: SAINT-GEORGES, I.; WEBER, J. (Eds.) **Multilingualism and multimodality: current challenges for educational studies**. Rotterdam, The Netherlands: Sense Publishers, p. 11-32, 2013.

BONI, V.; QUARESMA, S. J. Aprendendo a entrevistar: como fazer entrevistas nas Ciências Sociais. **Em Tese** – Revista eletrônica dos pós-graduandos em sociologia política da UFSC. Vol. 2, n. 1 (3), jan.-jul. 2005, p. 68-80.

BORELLI, J. D. V. P. **O estágio e o desafio decolonial: (des)construindo sentidos sobre a formação de professores/as de inglês**. Tese de doutorado do Programa de Pós-graduação em Letras e Linguística, da Faculdade de Letras da Universidade Federal de Goiás. Goiânia, 2018.

BORELLI, J. D. V. P.; PESSOA, R. R. Linguística aplicada e formação de professores: convergências de atuação crítica. In: PESSOA, R. R.; BORELLI, J. D. V. P.; (Org.) **Reflexão e crítica na formação de professores de língua estrangeira**. Recurso Eletrônico. Universidade Federal de Goiás: Editora UFG, 2018.

BORGES, E. F. V. Metodologia, abordagem e pedagogias de ensino de língua(s). In: **Linguagem & Ensino**, Pelotas, v.13, n.2, p. 397-414, jul./dez. 2010.

BOTLEY, S. P. Errors versus mistakes: a false dichotomy? In: **Malaysian Journal of ELF Research**. v.11, n.1, p. 81-94, 2015.

BOURDIEU, P. The economics of linguistic exchanges. In: **Social Science Information**, v.16, p.645-646, 1977.

BRASIL. **Base Nacional Comum Curricular**. Brasília: Ministério da Educação / Secretaria da Educação Básica, 2017.

BRASIL. **Orientações curriculares para o ensino médio – Linguagens, Códigos e suas Tecnologias**, v. 1. Brasília: Ministério da Educação/Secretaria de Educação Básica, 2006.

BRASIL. Ministério da Educação. **Diretrizes Curriculares Nacionais para os Cursos de Filosofia, História, Geografia, Serviço Social, Comunicação Social, Ciências Sociais, Letras, Biblioteconomia, Arquivologia e Museologia**. Parecer CES/CNE 492/2001, homologação publicada no DOU 09/07/2001.

BRASIL. Ministério da Educação. **Parâmetros Curriculares Nacionais** – terceiro e quarto ciclos do ensino fundamental – língua estrangeira. Brasília, 1998.

BRASIL. Conselho Nacional de Educação. Parecer CFE nº3.302/76. **Currículo do Curso de Licenciatura em Letras Português Inglês e respectivas Literaturas**, Brasília, 1976.

BRITISH COUNCIL. **The English effect** [Report], 2013. Retrieved from <<https://www.britishcouncil.org/research-policy-insight/policy-reports/the-english-effect>> Access in 23 September 2019.

BRUCE, B. C. Ubiquitous learning, ubiquitous computing and lived experience. In: COPE, B.; KALANTZIS, M. (Eds.) **Ubiquitous Learning**. Chicago, USA: University of Illinois Press, p. 21-30, 2009.

BRUGNERA, E. D.; LAIER, S. S. S. TICS: Um caso sobre a utilização de objetos de aprendizagem na formação de professores. In: **Anais eletrônico do XII CONAELL – Colóquio Nacional de Estudos Linguísticos e Literários** – Multiletramentos: Educação, linguagem e sociedade. Sinop, MT, 2014.

BRUTT-GRIFFLER, J.; SAMIMY, K. K. Transcending the nativeness paradigm. In: **World Englishes**, v. 20, n.1, p. 99-106, 2001.

CAMARGO, C. G.; MARSON, I. C. V.; KONDO, R. H. Concepções de língua(gem) e leitura: práticas de professores de língua inglesa em atuação. In: **Revista X**, v.2, p. 85-106, 2016.

CAMPOS, A. R. F. F. **O ensino de inglês como língua franca: perspectivas docentes em contexto**. Tese de Doutorado em Letras, Setor de Ciências Humanas da Universidade Federal do Paraná, Curitiba, 2019.

CANAGARAJAH, S. Materializing 'Competence': Perspectives from international STEM scholars. **The Modern Language Journal**, v. 102, n.2, p. 1-24, 2018.

CANAGARAJAH, S. The nexus of migration and language: The emergence of a disciplinary space. In: CANAGARAJAH, S. (Ed.), **The Routledge handbook of migration and language**. New York: Routledge/Taylor & Francis, p. 1–28, 2017.

CANAGARAJAH, S. Negotiating mobile codes and literacies at the contact zone. In: STROUD, C.; PRINSLOO, M. (Eds.) **Language, literacy and diversity: moving words**. New York: Routledge, Taylor and Francis Group, 2015.

CANAGARAJAH, S. In search of a new paradigm for teaching English as an international language. **TESOL Journal**, v.5, n.4. p. 767–785, 2014.

CANAGARAJAH, S. **Translingual Practice: Global Englishes and cosmopolitan relations**. New York: Routledge, 2013a.

CANAGARAJAH, S. Negotiating translingual literacy: an enactment. **Research in the teaching of English**, National Council of Teachers of English. Vol. 48, n. 1, p. 40-67, 2013b.

CANAGARAJAH, S. Codemeshing in Academic Writing: Identifying teachable strategies of translanguaging. In: **The Modern Language Journal**, v. 95, n.3, p. 401-417, 2011.

CANAGARAJAH, S. A. The place of World Englishes in Composition: pluralization continued. In: MILLER, S. (Ed.) **The Norton book of composition studies**. New York: Norton & Company, p. 1617-1642, 2009.

CANAGARAJAH, S. Lingua Franca English, Multilingual Communities, and Language Acquisition. In: **The Modern Language Journal**, v. 91, Focus Issue, pp. 923-939, 2007.

CANAGARAJAH, S. Changing communicative needs, revised assessment objectives: testing English as an international language. In: **Language Assessment Quarterly**, v.3(3), Lawrence Erlbaum Associates, Inc, p. 229-242, 2006.

CANAGARAJAH, S. (Ed.) **Reclaiming the local in language policy and practice**. Mahwah, New Jersey: Lawrence Erlbaum Associates, 2005.

CANAGARAJAH, S. **Resisting Linguistic Imperialism in English Teaching**, Oxford: Oxford University Press, 1999a.

CANAGARAJAH, S. Interrogating the 'native speaker fallacy': non-linguistic roots, non-pedagogical results. In: BRAINE, G. (Ed.) **Non-native Educators in English Language Teaching**. (Mahwah, NJ: Lawrence Erlbaum Associates), New York: Routledge, Taylor and Francis Group, p.77-92, 1999b.

CANAGARAJAH, S.; GAO, X. Taking translingual scholarship farther. In: **English teaching and learning**, n.43, p. 1-3, 2019.

CANAGARAJAH, S.; SAID, S. B. English language teaching in the outer and expanding circles. In: MAYBIN, J.; SWANN, J. **The Routledge companion to English language studies**. New York: Routledge, Taylor and Francis Group, 2010.

CANALE, M. From communicative competence to communicative language pedagogy. In: RICHARDS, J. C.; SCHMIDT, R. W. (Eds.) **Language and Communication**. New York: Routledge, Taylor and Francis Group, 1983.

CAPRA, F. **O ponto de mutação: a ciência, a sociedade e a cultura emergente**. Trad. de Álvaro Cabral. São Paulo: Cultrix, 2006.

CARREÃO, V. Língua-franca ou inglês-brasileiro"? Reflexões sobre o ensino e a aprendizagem de língua Inglesa no Brasil. In: **Revista Desafios**, v. 4, n.3, p. 31-42, 2017.



CENOZ, J. Translanguaging pedagogies and English as a lingua franca. In: **Language Teaching**, v.52, n.1, p. 71-85, Cambridge University Press, 2019.

CHAN, A. Y. W. Syntactic transfer: Evidence from the interlanguage of Hong Kong Chinese ESL learners. In: **The Modern Language Journal**, v.88. issue 1, p. 56-74, March 2004.

CHOMSKY, N. **Language and mind**. Cambridge: Cambridge University Press, 2005.

CHOMSKY, N. **Aspects of the theory of syntax**. Cambridge, MA: MIT Press, 1965.

CLANFIELD, L.; PICKERING, K.; JEFFRIES, A. **Global Elementary coursebook**. Oxford: Macmillan Education, 2010.

CLANFIELD, L.; JEFFRIES, A. **Global Pre-Intermediate coursebook**. Oxford: Macmillan Education, 2010.

CLANFIELD, L.; BENNE, R. R. **Global Intermediate coursebook**. Oxford: Macmillan Education, 2010.

CLIFFORD, J. Introduction: Partial Truths. In: Clifford, James and George Marcus. **Writing Culture: The Poetics and Politics of Ethnography**. Berkeley, California: University of California Press, 1986.

COGO, A. Accommodating Difference in ELF Conversations: A Study of Pragmatic Strategies. In: MAURANEN, A.; RANTA, E. (Eds.) **English as a Lingua Franca: Studies and Findings**, Newcastle Upon Tyne: Cambridge Scholars Publishing, p. 254-273, 2009.

COOK, V. **Second language learning and language teaching**. 5<sup>th</sup> edition. New York: Routledge, Taylor and Francis Group, 2016.

COOK, V. Multicompetence. In: CHAPELLE, C. A. (Ed.) **The encyclopedia of Applied Linguistics**. New York: Blackwell Publishing, p.1-6, 2013.

COOK, V. Going beyond the Native Speaker in Language Teaching. In: **TESOL Quarterly**, v. 33, n. 2, p. 185-209, 1999.

CONTRERAS, J. **A autonomia de professores**. Tradução Sandra Trabucco Valenzuela, 2. Ed, São Paulo: Cortez, 2012.

COPE, B.; KALANTZIS, M. The things you do to know: an introduction to the pedagogy of multiliteracies. In: COPE, B.; KALANTZIS, M. (Eds.). **A pedagogy of multiliteracies**. London: Palgrave MacMillan, 2015.

COPE, B.; KALANTZIS, M. (Eds.) **Ubiquitous Learning**. Chicago, USA: University of Illinois Press, 2009.

COPE, B.; KALANTZIS, M. (Eds.) **Multiliteracies: Literacy learning and the design of social futures**. New York: ROUTLEDGE, 2000.

COPE, B.; KALANTZIS, M.; SMITH, A. Pedagogies and Literacies, disentangling the historical threads: an interview with Bill Cope and Mary Kalantzis. In: **Theory into Practice**, v.57, Routledge, Taylor and Francis Group, p. 5-11, 2018.

CORACINI, M. J. R. F. A abordagem reflexiva na formação do professor de língua. In: CORACINI, M. J. R. F.; BERTOLDO, E. S. (Orgs). **O desejo da teoria e a contingência da prática**: discurso sobre / na sala de aula. Campinas: Mercado das Letras, p. 305-328, 2003.

COUTO, L. P. **A pedagogia universitária nas propostas inovadoras de universidades brasileiras: por uma cultura da docência e construção da identidade docente**. Tese de doutorado. Faculdade de Educação da Universidade de São Paulo, 2013. Available at: <<http://www.teses.usp.br/teses/disponiveis/48/48134/tde-13082013-164438/pt-br.php>> Access in March 2019.

DAVIES, A. Whose language? Choosing a model for our language tests. In: **International Conference on Language Testing and Language Teaching**, Shanghai, September 2002.

D'CRUZ, H.; JONES, M. SIX Generating data. In: **Social Work Research**. London: SAGE Publications, 2011.

CHRISTIANS, C. G. Ethics and politics in qualitative research. In: DENZIN, N. K.; LINCOLN, Y. S. (Eds.). **The landscape of qualitative research**. 4. ed. Thousand Oaks, California: Sage Publications, p. 125-168. 2013.

CRYSTAL, D. **English as a global language**. 2. ed. Cambridge: CUP, 2003.

CUMMINS, J. Rethinking monolingual instructional strategies in multilingual classrooms. In: **The Canadian Journal of Applied Linguistics**, v.10, n.2, p. 221-240, 2007.

DARVIN, R.; NORTON, B. Identity and a model of investment in applied linguistics. In: **Annual Review of Applied Linguistics**, v.35: p. 36–56, 2015.

DECARRICO, J. S. Vocabulary learning and teaching. In: CELCE-MURCIA, M. (Ed.), **Teaching English as a second or foreign language**, 3<sup>rd</sup> edition. Boston: Heinle and Heinle, p. 285-299, 2001.

DE COSTA, P.; NORTON, B. Identity in language learning and teaching: research agendas for the future. In: PREECE, S. (Ed.) **The Routledge Handbook of Language and identity**. New York: Routledge, Taylor and Francis Group, p. 586-601, 2016.

DELEUZE, G. Intellectuals and power [an interview with Michel Foucault]. In: LAPOUJADE, D. (Ed.), **Desert Islands and Other Texts: 1953–1974**. Los Angeles & New York: Semiotext(e), p. 205-213. 2004.

DELEUZE, G.; GUATTARI, F. **A Thousand plateaus**. Minneapolis, MN: University of Minnesota Press, 1987.

DENIZER, E. N. Does mother tongue interfere in second language learning? In: **Journal of Foreign Language Education and Technology**, v.2, n.1, 2017.

DENZIN, N. K.; LINCOLN, Y. S. (Eds.) **The landscape of qualitative research**. 4. ed. Thousand Oaks, California: Sage Publications, 2013.

DEWEY, M. Towards a post-normative approach: leaning the pedagogy of ELF. In: **Journal of English as a Lingua Franca**, n. 1-1, p. 141-170, 2012.

DIAZ, N. R. Students' preferences regarding native and non-native teachers of English at a university in the French Brittany. In: **Procedia – Social and Behavioral Sciences**, n. 173, p. 93-97, 2015.

DINIZ DE FIGUEIREDO, E. H. Globalization and the global spread of English: concepts and implications for teacher education. In: GIMENEZ, T.; EL KADRI, M. S.; CALVO, L. C. S. (Ed.). **English as a lingua franca in teacher education: a Brazilian Perspective**. Berlin/Boston: De Gruyter Mouton, p. 31- 52, 2018.

DOURADO, L. F. Diretrizes Curriculares Nacionais para a formação inicial e continuada de profissionais do magistério da educação básica: concepções e desafios. In: **Educação & Sociedade**, Campinas, v.36, n.131, p. 229-324, abr./jun, 2015.

DUARTE, E. R. S. P.; OLIVEIRA, H. F. A dupla habilitação no curso de Letras: implicações linguísticas e formadoras. In: **Signótica**, Goiânia, v. 30, n.4, p. 675-701, out./ dez. 2018.

DUBOC, A. P. Falando francamente: uma leitura bakhtiniana do conceito de “inglês como língua franca” no componente curricular língua inglesa da BNCC. In: **Revista da Anpoll**, v.1, n.48, Florianópolis, p. 10-22, jan/jul.2019.

DUBOC, A. P. M. The ELF teacher education: contributions from postmodern studies. In: GIMENEZ, T.; EL KADRI, M. S.; CALVO, L. C. S. (Orgs.) **English as a lingua franca in teacher education: a Brazilian perspective**. Berlin/ Boston, De Gruyter Mouton, p. 159-188, 2018a.

DUBOC, A. P. M. Reading ourselves: placing critical literacies in contemporary language education. In: **Revista Brasileira de Linguística Aplicada**, v. 18, n.2, p.227-254, 2018b.

DUBOC, A. P. M. **Atitude curricular: letramentos críticos nas brechas da sala de aula de línguas estrangeiras**. [Curricular attitude: Critical literacies between the gaps in foreign language teaching]. Jundiaí: Paco Editorial, 2015.

DUBOC, A. P. M. Teaching with an attitude: Finding ways to the conundrum of a postmodern curriculum. In: **Creative Education**, v. 4, n. 12B. p.58–65, 2013.

DUBOC, A. P. M. **Atitude curricular**: letramentos críticos nas brechas da formação de professores de inglês. Tese de doutorado. Faculdade de Filosofia, Letras e Ciências Humanas. Universidade de São Paulo. São Paulo, 2012.

DUBOC, A. P. M. Redesenhando currículos de língua inglesa em tempos globais. In: **RBLA**, Belo Horizonte, v.11, n.3, p.727-745, 2011.

EL KADRI, M. R. **Atitudes sobre o estatuto do inglês como Língua franca em um curso de formação de professores**. 2010. 179f. Dissertação de mestrado em Estudos da Linguagem. Universidade Estadual de Londrina, Londrina, 2010.

EL KADRI, M. S.; GIMENEZ, T. Formando professores de inglês para o contexto do inglês como língua franca. In: **Acta Scientiarum**. Maringá, v. 35, n.2, p. 125-133, April-June, 2013.

ENS, R. T.; GISI, M. L.; EYNG, A. M. Profissão docente em questão: tensões e desafios. In: ENS, R. T.; BEHRENS, M. A. (Orgs.) **Formação do professor**: profissionalidade, pesquisa e cultura escolar. Curitiba: Champagnat, 2010.

FAERCH, C.; KASPER, G. (Eds) Plans and strategies in foreign language communication. In: FAERCH, C.; KASPER, G. (Eds). **Strategies in interlanguage communication**, London: Longman, p.20-60, 1983.

FERGUSON, G. Review of MAURANEN, A. Exploring ELF: Academic English shaped by non-native speakers. In: **Tesol quarterly**, v. 47, n. 2, p. 431-433, June 2013.

FIGUEREDO, C. J. O falante nativo de inglês versus o falante não-nativo: representações e percepções em uma sala de aula de inglês. In: **Linguagem & Ensino**, Pelotas, v.14, n.1, p. 67-92, jan/jun. 2011.

FIRTH, A. The discursive accomplishment of normality. On “lingua franca” English and conversation analysis. **Journal of Pragmatics**, n. 26, p. 237-259.1996.

FIRTH, A.; WAGNER, J. On discourse, communication, and (some) fundamental concepts in SLA research. **The Modern Language Journal**, New York, v. 81, n. 3, p. 285-300, 1997.

FLICK, U. **An introduction to qualitative research**. 2. ed. London: Sage, 2002.

FOGAÇA, F. C.; HIBARINO, D.; KLUGE, D.; JORDÃO, C. M. Entrevista com Clarissa Jordão. In: **Revista X**, v. 12, n.1, p. 187-194, 2017.

FRANCO, M. L. P. B. **Análise de conteúdo**. 2. ed. Brasília: Liber Livro, 2005.

FRANKENBERG-GARCIA, A. Using a translation corpus to teach English to native speakers of Portuguese. *Op. Cit.* In: **A journal of Anglo-American Studies**, v. 3, p. 67-78, 2000.

FRANKENBERG-GARCIA, A. Using Portuguese in the teaching of English. In: PINA, A.; DUARTE, J. F.; SERÔDIO, M. H. (Eds.) **Do esplendor na relva**: elites e cultura comum de expressão inglesa. Lisboa: Cosmos, p. 425-432, 1999.

FREEMAN, D. **Educating second language teachers**. Oxford, England: Oxford University Press, 2016.

FREEMAN, D.; KATZ, A.; GOMEZ, P. G.; BURNS, A. English-for-teaching: rethinking teacher proficiency in the classroom. In: **ELT Journal**. v.69 (2): p. 129-139, 2015.

FREIRE, P. **Pedagogia da autonomia**: saberes necessários à prática educativa. São Paulo: Paz e Terra, 1996. 148 p.

FREIRE, P. **A educação na cidade**. São Paulo: Cortez, 1991.

FREIRE, P. **A importância do ato de ler**: em três artigos que se completam. 23. ed. São Paulo: Autores Associados: Cortez, 1989.

FREIRE, P. **Pedagogy of freedom**: ethics, democracy and civic courage. Lanham, MD: Rowman and Littlefield, 1998.

FREIRE, P. **Pedagogia do oprimido**. Rio de Janeiro: Paz e Terra, 1988.

FREIRE, P.; MACEDO, D. **Literacy**: Reading the word and the world. London: Routledge, Taylor and Francis Group, online version, 2005.

FRIEDRICH, P.; MATSUDA, A. When five words are not enough: a conceptual and terminological discussion of English as a lingua franca. In: **International Multilingual Research Journal**, v. 4, n. 1, p. 20-30, 2010.

GARCÍA, O. **Bilingual education in the 21st century**: a global perspective. Oxford: Wiley-Blackwell, 2009.

GARCÍA, O. Intervening discourses, representations and conceptualizations of language. In: MAKONI, S.; PENNYCOOK, A. (Ed.) **Disinventing and reconstituting languages**. Clevedon: Multilingual Matters, Foreword, p. xi-xv, 2007.

GARCÍA, O.; LIN, A. M. Y. Translanguaging in bilingual education. In: GARCÍA, O.; LIN, A. M. Y.; MAY S. (Eds.), Bilingual and Multilingual Education, **Encyclopedia of Language and Education**. Switzerland: Springer, p. 117-130, 2016.

GARCÍA, O.; KANO, N. Translanguaging as process and pedagogy: developing the English writing of Japanese students in the US. In: CONTEH, J.; MEIER, G. (Eds.) **The multilingual turn in languages education**: opportunities and challenges. New York, USA: New Perspectives on Language Education, p. 258-277, 2014.

GARCÍA, O.; WEI, L. **Translanguaging**: language, bilingualism and education. New York: Palgrave MacMillan, 2014.

GATBONTON, E. Investigating experience ESL teachers' pedagogical knowledge. In: **The modern language journal**, v. 83, n. 1, p.35-50, Spring, 1999.

GEE, J. P. **An introduction to discourse analysis: theory and method**. 3<sup>rd</sup> ed. New York: Routledge, Taylor and Francis Group, 2010.

GEE, J. P. **Situated Language and Learning: a critique of traditional schooling**. New York: Routledge, 2004.

GEE, J. P. Meanings in discourse: Coordinating and being coordinated In: MUSPRATT, S.; LUKE, A.; FREEBODY, P. (Eds.), **Constructing Critical Literacies**. Cresskill, New Jersey: Hampton Press, 1997.

GEE, J. P.; HULL, G.; LANKSHEAR, C. **The new work order: behind the language of the new capitalism**. New York: Routledge, Taylor and Francis Group, 1996.

GIMENEZ, T.; EL KADRI, M. S.; CALVO, L. C. S. Introduction. In: GIMENEZ, T.; EL KADRI, M. S.; CALVO, L. C. S. (Eds.). **English as a lingua franca in teacher education: a Brazilian Perspective**. Berlin/Boston: De Gruyter Mouton, p. 1-9, 2018.

GIMENEZ, T. Proficiência linguística de futuros professores de inglês. In: CRISTÓVÃO, V. L. L.; GIMENEZ, T. **Anais do 3º Enfopli: construindo uma comunidade de formadores de professores de inglês**. Londrina: UEL, 2005. p. 29-33.

GIMENEZ, T.; PASSONI, T. P.; BARCARO, C. F.; ESPURI, P. H.; GÓMEZ, M. N.; MIHO, S. R. G. (Eds.) **Language issues in a global world: insights from Brazil**. Londrina: Edição do autor, 2017.

GIROUX, H. A. Introduction: literacy and the pedagogy of political empowerment. In: FREIRE, P.; MACEDO, D. **Literacy: reading the word & the world**. London: Routledge, Taylor and Francis Group, p.1-18, 2005.

GRADDOL, D. The decline of native speaker. In: ANDERMAN, G.; ROGERS, M. **Translation today: trends and perspectives**. Clevedon, UK: Multilingual Matters, p.152-167, 2003.

GRADDOL, D. **The future of English? A guide to forecasting the popularity of the English language in the 21<sup>st</sup> century**. The British Council: The English Company (UK), 1997.

HAGUETTE, T. M. F. **Metodologias qualitativas na sociologia**. 5. ed. Petrópolis: Vozes, 1997.

HALL, G. **Exploring English Language Teaching: Language in Action**. New York: Routledge, 2011.

HALU, R. C. **Formação de formadoras de professoras de inglês em contexto de formação continuada (NAP-UFPR)**. Tese de Doutorado do Programa de Pós-graduação em Letras da Universidade Federal do Paraná. Curitiba, 2010.

HARRIS, R. On redefining linguistics. In: DAVIS, H. G.; TAYLOR, T. J. (Ed.). **Rethinking linguistics**. London: Routledge, 2003, p.17-68.

HEATH, S.B. **Ways with Words**: Language, Life and Work in Communities and Classrooms. Cambridge, UK: Cambridge University Press, 1983.

HIGGINS, C. 'Ownership' of English in the Outer Circle: an alternative to the NS-NNS dichotomy. In: **TESOL Quarterly**, v.37, n.4, p. 615-644, 2003.

HYMES, D. On communicative competence. In: PRICE, J.; HOLMES, J. (Eds.) **Sociolinguistics** (Selected Readings), Harmondsworth: Penguin, 1972.

HOLLIDAY, A. Native-speakerism. In: **ELT Journal**, n. 60, p. 385– 387, 2006.

HOLLIDAY, A. **The Struggle to Teach English as an International Language**. Oxford: Oxford University Press, 2005.

HOOKS, B. **Teaching to transgress**: education as the practice of freedom. New York: Routledge, 1994.

HOUSE, J. Developing pragmatic competence in English as a lingua franca: using discourse markers to express (inter)subjectivity and connectivity. In: **Journal of Pragmatics**, v.59, p. 57-67, 2013.

HOUSE, J. Introduction: The pragmatics of English as a Lingua Franca. In: **International Pragmatics**, v.6, n.2, p.14–45, 2009.

HOUSE, J. English as a lingua franca: a threat to multilingualism? **Journal of Sociolinguistics**, n. 7, p. 556–578, 2003.

HOUSE, J. Misunderstanding in intercultural communication: Interactions in English-as-lingua-franca and the myth of mutual intelligibility. In: GNUTZMANN, C. (Ed.) **Teaching and Learning English as a Global Language**, Tübingen: Stauffenberg, p. 73–93, 1999.

HÜLMBAUER, C. Old friends?: Cognates in ELF communication. IN: ARCHIBALD, A.; COGO, A.; JENKINS, J. **Latest trends in ELF research**. Newcastle, UK: Cambridge Scholars Publishing, p. 139-162, 2011.

IMBERNÓN, F. **Formação docente e profissional**: formar-se para a mudança e a incerteza. 8. ed. São Paulo: Cortez, 2010. 127 p.

JENKINS, J. The future of English as a lingua franca? In: JENKINS, J.; BAKER, W.; DEWEY, M. (Eds.) **The Routledge handbook of English as Lingua Franca**. New York: Routledge, Taylor & Francis Group, 2018.

JENKINS, J. Repositioning English and multilingualism in English as a Lingua Franca. In: **Englishes in Practice**, v. 2, n. 3, p. 49-85, 2015.

JENKINS, J. **English as a Lingua Franca: attitude and identity**. Oxford: Oxford University Press, 2007.

JENKINS, J. Points of view and blind spots: ELF and SLA. In: **International Journal of Applied Linguistics**. v.16, n.2, 2006.

JENKINS, J. **The phonology of English as an international language: New models, new norms, new goals**. Oxford: Oxford University Press, 2000.

JENKINS, J. Which pronunciation norms and models for English as an International Language? **ELT Journal**. vol. 52, n. 2, p. 119 – 126, 1998.

JENKINS, J.; LEUNG, C. From mythical 'standard' to standard reality: the need for alternatives to standardized English language tests. In: **Language Teaching**, v.52, n.1, p. 86-110, 2019.

JENKINS, J.; COGO, A.; DEWEY, M. Review of developments in research into English as a lingua franca. In: **Language Teaching**, v. 44, n.3, Cambridge University Press, p. 281-315, 2011.

JEWITT, C. Multimodality and literacy in school classrooms. In: **Review Research in Education**. v. 32, p. 241-267, 2008. Available at: <<https://doi.org/10.3102/0091732X07310586>> Access in April 2019.

JOHNSON, K. J.; FREEMAN, D. Teaching learning in second language teacher education: a socially-situated perspective. In: **Revista Brasileira de Linguística Aplicada**, v.1, n.1, p. 53-69, 2001.

JORDÃO, C.M. **Navegar, e decolonizar, (não é) preciso? A língua inglesa e o projeto da modernidade**, 2019, Forthcoming.

JORDÃO, C. M. Entrevista com Clarissa Jordão. In: FOGAÇA, F. C.; HIBARINO, D.; KLUGE, D.; JORDÃO, C. M. Entrevista com Clarissa Jordão. **Revista X**, v. 12, n.1, p. 187-194, 2017.

JORDÃO, C. M. Decolonizing identities: for internationalization in a Brazilian university. In: **Interfaces Brasil/ Canadá**. Canoas, v. 16, n.1, p. 191-209. 2016.

JORDÃO, C. M. ILA – ILF – ILE – ILG: quem dá conta? **RBLA**, Belo Horizonte, v. 14, n. 1, p. 13-40, 2014.

JORDÃO, C. M. Des-vincular o inglês do imperialismo: hibridismo e agência no inglês como língua internacional. In: **Revista Versalete**, Curitiba, v.1, n.1, p. 278-299, jul-dez. 2013a.

JORDÃO, C. M. Abordagem comunicativa, pedagogia crítica e letramento crítico – farinhas do mesmo saco? In: ROCHA, C. H.; MACIEL, R. F. (Orgs.) **Língua estrangeira e formação cidadã: por entre discursos e práticas**. v.33, Campinas, SP: Pontes Editores, p. 69-90, 2013b.



JORDÃO, C. M. Epistemofagia transformadora: saberes locais e inclusão no ensino superior brasileiro. In: **Educação em Revista**. Belo Horizonte, v.27, n.2, p. 249-276, agosto 2011.

JORDÃO, C. M. A posição de professor de inglês no Brasil: hibridismo, identidade e agência. In: **Revista Letras e Letras**. Uberlândia, MG, v. 26, n.2, p. 427-442, jul./dez. 2010.

JORDÃO, C. M. English as a foreign language, globalization and conceptual questioning. In: **Globalization, Societies and Education**, v. 7, n.1, p. 95-107, March 2009.

JORDÃO, C. M. Agir brandindo a espada e fomentando o caos? A educação em tempos pósmodernos. In: GIMENEZ, T.; JORDÃO, C. M.; ANDREOTTI, V. (Orgs.). **Perspectivas Educacionais e o Ensino de Inglês na Escola Pública**. 1 ed. Pelotas: EDUCAT, v. 1, p. 23-36, 2005.

JORDÃO, C. M. Thinking critically of critical teaching: critical pedagogies revisited. In: **Situation Analysis**, Issue 4, p. 21-30, Autumn 2004a.

JORDÃO, C. M. A língua inglesa como commodity: Direito ou obrigação de todos? In: **Conhecimento local e conhecimento universal**, v. 3, n.1, p. 272-295, 2004b.

JORDÃO, C. M.; MARQUES, A. N. English as a lingua franca and critical literacy in teacher education: shaking off some “good old” habits. In: GIMENEZ, T.; EL KADRI, M. S.; CALVO, L. C. S. (Orgs.). **English as a lingua franca in teacher education. A Brazilian Perspective**. Berlin: De Gruyter, p. 53-68, 2018.

JORDÃO, C. M.; MARSON, I.C. V.; FRANCO, Z. (Orgs.) **Devaneios em atas: distopias teóricas nos multiletramentos e inglês como língua franca**. Campinas, SP: Pontes Editores, 2018.

KACHRU, B. B. World Englishes: agony and ecstasy. **Journal of Aesthetic Education**, vol. 30, n. 2, Special Issue: Distinguished Humanities Lectures II, p. 135-155, 1996.

KACHRU, B. B. The speaking tree: a medium of plural canons. In: ALATIS, J.A.(Ed.). **Educational linguistics, crosscultural communication, and global interdependence** (Georgetown Round Table on Language and Linguistics, 1994), p. 6-22. Washington DC: Georgetown University Press, 1994.

KACHRU, B. B. **The alchemy of English**: the spread, functions, and models of non-native Englishes. New York: Pergamon Institute of English, 1986.

KALANTZIS, M.; COPE, B. The beginnings of an idea. In: COPE, B.; KALANTZIS, M. (Eds.) **Ubiquitous learning**. Urbana: IL, University of Illinois Press, 2009.

KALANTZIS, M.; COPE, B. The teacher as designer: pedagogy in the new media age. In: **E-learning and digital media**. v.7, n.3, 2010. Available at:

<[http://newlearningonline.com/\\_uploads/3\\_Kalantzis\\_ELEA\\_7\\_3\\_web.pdf](http://newlearningonline.com/_uploads/3_Kalantzis_ELEA_7_3_web.pdf)> Access in May 2019.

KAUR, J. intercultural communication in English as a lingua franca: some sources of misunderstanding. In: **Intercultural Pragmatics**, v.8, n.1, Walter de Gruyter, p.93-116, 2011.

KEMALOGU-ER, E.; BAYYURT, Y. ELF-awareness in Teaching and Teacher Education: Explicit and Implicit Ways of Integrating ELF into the English Language Classroom. In: SIFAKIS, N; TSANTILA, N. **English as a Lingua Franca for EFL contexts**. Multilingual Matters, Bristol. 2018.

KELLERMAN, E. Transfer and non-transfer: Where are we now. In: **Studies in Second Language Acquisition**, Cambridge University Press, v.2, n.1, p. 37-57, 1979.

KIMURA, D.; CANAGARAJAH, S. Translingual practice and ELF. In: JENKINS, J.; BAKER, W.; DEWEY, M. **The Routledge Handbook of English as a Lingua Franca**. New York: Routledge, Taylor and Francis Group, p.295-308, 2018.

KIRKPATRICK, A. Which model of English: native-speaker, nativized or lingua franca? In: RUBDY, M; SARACENI, M. (Eds). **English in the world: global rules, global roles**. London: Continuum, p. 71-83, 2006.

KUBOTA, R. The impact of globalization on language teaching in Japan. In: BLOCK, D.; CAMERON, D. (Eds.) **Globalization and language teaching**. New York: Routledge, Taylor and Francis Group, p. 13-28, 2002.

KUMARAVADIVELU, B. The decolonial option in English teaching: can the subaltern act? In: **TESOL Quarterly**, v.50, n.1, p.66-85, 2016.

KUMARAVADIVELU, B. The decolonial option in English teaching: can the subaltern act? In: **TESOL Quarterly**, v. 50, n.1, 2014.

KUMARAVADIVELU, B. Individual identity, cultural globalization and teaching English as an international language: The case for an epistemic break. In: ALSAGOFF, L., RENANDYA, W., HU, GUANGWEI; MCKAY, S. (Orgs). **Teaching English as an International Language: Principles and Practices**, New York: Routledge, p. 9-27, 2012.

KUMARAVADIVELU, B. **Beyond methods**: macrostrategies for language teaching. New Haven, CT: Yale University Press, 2003.

KUMARAVADIVELU, B. The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching. In: **TESOL Quarterly**, vol. 28, n. 1, p. 27-48, 1994.

KUNASARAPHAN, K. English Learning Strategy and Proficiency Level of the First Year Students. In: **Procedia – Social and Behavioral Sciences**, n. 197, p. 1853-1858, 2015.

KRESS, G. **Multimodality**: a social semiotic approach to contemporary communication. New York: Routledge Taylor and Francis Group, p. 184-197, 2010.

LAKATOS, E. M.; MARCONI, M. A. **Fundamentos de metodologia científica**. 5. ed. São Paulo: Atlas, 2003.

LANDER, E. ¿Conocimiento para qué? ¿Conocimiento para quién? Reflexiones sobre la geopolítica de los saberes hegemónicos. In: **Revista Venezolana de Economía y Ciencias Sociales**, v.6, n.2, p. 53-72, (mayo-agosto) 2000.

LANKSHEAR, C. et al. **Changing literacies**. Buckingham: Open University Press, 1997.

LANKSHEAR, C.; KNOBEL, M. Researching new literacies: addressing the challenges of initial researching training. In: KNOBEL, M.; LANKSHEAR, C. (Ed.) **Researching new literacies**: design, theory and data in sociocultural investigation. v. 76, New York: Peter Lang, 2017.

LANKSHEAR, C.; KNOBEL, M. **New literacies**: changing knowledge and classroom learning. New York: Open University Press, 2003.

LATOUR, B. **Reassembling the social**: an introduction to actor-network-theory. Oxford: Oxford University Press, 2005.

LEANDER, K.; BOLDT, G. Rereading “A Pedagogy of Multiliteracies”: Bodies, Texts, and Emergence. In: **Journal of Literacy Research**. Nashville: SAGE, n.45, p.22-46, 2012.

LEE, J. W. Beyond translingual writing. In: **College English**, v.79, n.2, p.174–195, 2016.

LEFFA, V. J. Produção de materiais para o ensino de línguas na perspectiva do design crítico. In: TAKAKI, N. H.; MONTE MÓR, W. (Orgs.) **Construções de sentido e letramento digital crítico na área de línguas/linguagens**. Campinas: Pontes Editores, p. 243-265, 2017.

LEFFA, V. J. Transdisciplinaridade no ensino de línguas: a perspectiva das teorias da complexidade. **Revista Brasileira de Linguística Aplicada**, v. 6, n.1, p. 27-49, 2006.

LEVIN, M.; GREENWOOD, D. Revitalizing universities by reinventing the Social Sciences: building and action research. In: DENZIN, N. K.; LINCOLN, Y. S. (Eds.) **The landscape of qualitative research**. 4. ed. Thousand Oaks, California: Sage Publications, p. 55-87, 2013.

LISTON, D. P.; ZEICHNER, K. **Formación dei profesorado y condiciones sociales de la escolarización**. Madrid: Morata, 1993.

LLURDA, E. (Ed.) **Non-native language teachers**: perceptions, challenges and contributions to the profession. New York: Springer, 2005.

LLURDA, E. on competence, proficiency, and communicative language ability. In: **International Journal of Applied Linguistics**, v. 10, n.1, p. 85-96, 2000.

LOWENBERG, P. H. Assessing English proficiency in the expanding circle. In: **World Englishes**, v.21, n.3, p. 431-435, 2002.

LU, M.Z.; HORNER, B. Translingual literacy, language difference and matters of agency. In: **College English**, v.75, n. 6, p. 582-607, 2013.

MACEDO, E.; OLIVEIRA, I. B.; MANHÃES, C.; ALVES, N. (Org.). **Criar currículo no cotidiano**. Série Cultura, Memória e Currículo, v. 1. 2. ed. São Paulo: Cortez, 2004.

MACIEL, R. F. Globalização, reformas educacionais e ensino de línguas: colaboração de pesquisa Brasil/ Canadá. In: **Interfaces Brasil/ Canadá**, v.11, n.1, p. 253-270, 2011.

MCKAY, S. L. English as an international lingua franca pedagogy. In: HINKEL, E. **Handbook of research in second language teaching and learning**, v. 2. New York: Routledge, 2011.

MACKENZIE, I. **English as a Lingua Franca**: theorizing and teaching English. New York: Routledge, Taylor and Francis Group, 2014.

MAKONI, S.; PENNYCOOK, A. (Ed.) **Disinventing and reconstituting languages**. Clevedon: Multilingual Matters, 2007.

MAKONI, S.; PENNYCOOK, A. Disinventing and (Re)constituting Languages. In: **Critical Inquiry in Language Studies**: An International Journal, v.3, n.3, Lawrence Erlbaum Associates, Inc., p. 137-156, 2005.

MAKONI, S.; PENNYCOOK, A.; SEVERO, C. G. Desinventando e (re)constituindo línguas. In: **Working Papers in Linguística**, v. 16, n.2, p. 9-34, Florianópolis, ago/dez 2015.

MARIANI, L. **Communication Strategies**: Learning and teaching how to manage oral interaction. Italy: Learning Paths – Tante Vie Per Imparare, 2010. Available at: <<http://www.learningpaths.org/>> Access in March 2019.

MARTINEZ, J. Z. **Entre fios, pistas e rastros: os sentidos emaranhados da internacionalização da Educação Superior**. Tese de Doutorado, Programa de Pós-graduação em Estudos Linguísticos e Literários da Faculdade de Filosofia, Letras e Ciências Humanas da Universidade de São Paulo, São Paulo, 2017.

MARSON, I. C. V. Ata de Pero Vaz de Belinha: uma aventura por mares nunca antes navegados. In: JORDÃO, C. M.; MARSON, I.C. V.; FRANCO, Z. (Orgs.) **Devaneios em atas**: distopias teóricas nos multiletramentos e inglês como língua franca. Campinas, SP: Pontes Editores, p.151-163, 2018.

MASNY, D. Problematizing qualitative educational research: reading observations and interviews through rhizoanalysis and multiple literacies. In: **Reconceptualizing Educational Research Methodology**, v. 6, n.1, 2015.

MASNY, D. (Ed.) **Cartographies of becoming in education**: a Deleuze-Guattari perspective. Rotterdam, the Netherlands: Sense Publishers, 2013.

MASNY, D. Multiple literacies theory: exploring futures. In: **Policy Futures in Education**, v.9, n.4, p. 494-504, 2011.

MASNY, D. Multiple literacies theory: how it functions, what it produces. In: **Perspectiva**, Florianópolis, v. 28, n. 2, p. 337-352, jul.-dez., 2010.

MASNY, D. Literacies as becoming: a child's conceptualizations of writing systems. In: MASNY, D.; COLE, D. R. (Eds.) **Multiple literacies theory**: a Deleuzian perspective. Rotterdam, the Netherlands, p. 13-30, 2009.

MASNY, D.; COLE, D. R. Applying multiple literacies in Australian and Canadian contexts. In: SIMPSON, A. (Ed.). **Future directions in literacy**: International Conversations Conference Proceedings. Sydney, Australia: Sydney University Press, p. 190-211, 2007.

MASON, J. **Qualitative researching**. 2 ed. London: Sage Publications, 2002.

MATURANA, H. **Cognição, ciência e vida cotidiana**. Organização e tradução Cristina Magro, Victor Paredes. Belo Horizonte: Ed. UFMG, 2001.

MAUM, R. Nonnative English Speaking Teachers in the English Teaching Profession. In: **ERIC Digest** – Clearinghouse on Languages and Linguistics Washington DC. p. 1-7, 2002. Available at: <<https://files.eric.ed.gov/fulltext/ED470982.pdf>> Access in March 2019.

MAURANEN, A. Conceptualising ELF. In: JENKINS, J.; BAKER, W.; DEWEY, M. (Eds.) **The Routledge handbook of English as Lingua Franca**. New York: Routledge, Taylor & Francis Group, P. 7-24, 2018.

MAURANEN, A. **Exploring ELF**: Academic English shaped by non-native speakers. Cambridge: Cambridge University Press, 2012.

MAURANEN, A. Signaling and preventing misunderstanding in English as lingua franca communication. In: **International Journal of Sociology and Language**, v.177, p. 123-150, 2006.

McDOUGALL, J.; READMAN, M.; WILKINSON, P. The uses of (digital) literacy. In: **Learning, Media and Technology**. Vol.43, n.3, p. 263-279, 2018. Available at: <<https://doi.org/10.1080/17439884.2018.1462206>> Accessed in 12 December 2018.

MEDGYES, P. Language training: A neglected area in teacher education. In: BRAINE, G. (Ed.), **Non-native educators in English Language Teaching**, p. 177–196. Mahwah, NJ: Lawrence Erlbaum, 1999.

MEZIROW, J. On critical reflection. In: **Adult Education Quarterly**, v.48, n.3, p.185–191, 1998.

MIGNOLO, W. D. Educación y decolonialidad: aprender a desaprender para poder re-aprender – Um diálogo geopolítico-pedagógico com Walter Mignolo. In: **Revista del IICE**. n. 35, p. 61-71, 2014. Interview by Facundo Giuliano and Daniel Berisso.

MODIANO, M. Cultural studies, foreign language teaching and learning practices, and the NNS practitioner. In: LLURDA, E. (Ed.). **Non-native language teachers: perceptions, challenges and contributions to the profession**. New York: Springer, 2005.

MONTE MÓR, W. Learning by design: reconstructing knowledge processes in teaching and learning practices. In: COPE, B., KALANTZIS, M. (Eds.). **A pedagogy of multiliteracies**. London: Palgrave MacMillan, 2015.

MONTE MÓR, W. Globalização, ensino de língua inglesa e educação crítica. In: SILVA, K. A.; DANIEL, F. G.; KANEKO-MARQUES, S. M.; SALOMÃO, A. C. (Orgs.). **A formação de professores de línguas: novos olhares – volume II**. Campinas, SP: Pontes, 2012.

MONTE MÓR, W. Foreign languages teaching, education and the new literacies studies: expanding views. In: GONÇALVES, G. R. et al. (Org.). **New challenges in language and literature**. Belo Horizonte: Faculdade de Letras da UFMG, 2009.

MONTE MÓR, W.; MENEZES DE SOUZA, L. M. **Projeto Nacional de Formação de Professores “Novos letramentos, multiletramentos e línguas estrangeiras”**, São Paulo: USP, 2009.

MONTE MÓR, W. Critical literacies, meaning making and new epistemological perspectives. In: **Matices in Lenguas Extranjeras**, n.2, Bogotá, p. 1-18, 2008. Available in: <<https://revistas.unal.edu.co/index.php/male/article/view/10712/11182>> Access in December 2019.

MORA, R. A. Challenges and opportunities for literacy and technology in ELT teacher education. In: **2<sup>nd</sup> International Colloquia on Research and Innovation in Foreign Language Education**. Universidad de La Salle, Bogotá, D.C., August, 2011.

MOREIRA, D. A. **O método fenomenológico na pesquisa**. São Paulo: Pioneira Thomson, 2002.

MOTT-FERNANDEZ, C.; FOGAÇA, F. C. Inglês como língua internacional na universidade: rejeição e objeto de desejo. In: **Linguagem & Ensino**, Pelotas, v.12, n.1, p.195-225, jan./jun.2009.

MOUSSU, L.; LLURDA, E. Non-native English-speaking English language teachers: history and research. In: **Language Teaching**, vol.41:3, p. 315-348, Cambridge University Press, 2008.

MUNRO, M. J.; DERWING, T. M.; SATO, K. Salient accents, covert attitudes: consciousness-raising for pre-service language teachers. In: **Prospect**, v.21, n.1, p. 67-79, 2006.

NAVARRO, D.; PIÑEIRO, M. Didactic strategies for teaching English as a foreign language in seventh and eight grades in secondary schools in Costa Rica. In: **Káñina**, Rev. Artes y Letras, University of Costa Rica XXXVI, n.2, p. 233-251, 2012.

NAULT, D. Going Global: Rethinking Culture Teaching in ELT Contexts. In: **Language, Culture and Curriculum**, v.19, n.3, p. 314–328, 2006.

NEW LONDON GROUP. **A pedagogy of multiliteracies**: designing social futures. Harvard Educational Review, v.66, n.1, p. 60-92, 1996.

NORTON, B. Identity, language learning, and critical pedagogies. In: CENOZ, J.; HORNBERGER, N.H. (Eds.) **Encyclopedia of Language and Education**, 2 ed, v.6: Knowledge about Language, p. 45–57, 2008.

NORTON, B. Towards a model of critical language teacher education. In: **Language Issues**, v. 17, n. 1, p. 12-17, 2005.

NORTON, B. Language, identity, and the ownership of English. In: **TESOL Quarterly**, 31, p. 409-429, 1997.

NORTON, B. TOOHEY, K. identity, language learning, and social change. In: **Language Teaching**. v.44, n.4, p. 412-446, October 2011.

OLIVEIRA, G. M. Brasileiro fala português: Monolinguismo e Preconceito Linguístico. **Revista Linguagem**, ed. 11, 2009.

OTHEGUY, R.; GARCÍA, O.; REID, W. Clarifying translanguaging and deconstructing named languages: a perspective from linguistics. In: **Applied Linguistics Review**, v.6, n.3, De Gruyter Mouton, p. 281-307, 2015.

PAIVA, V. L. M. O. A formação do professor para uso da tecnologia. In: SILVA, K.. A.; DANIEL, F. G.; KANEKO-MARQUES, S. M.; SALOMÃO, A. C. B. (Orgs) **A formação de professores de línguas**: Novos Olhares - Volume 2. Campinas, SP: Pontes Editores, p. 209-230, 2013.

PAIVA, V. L. M. O. Affordances for language learning beyond the classroom. In: BENSON, P.; REINDERS, H. **Beyond the language classroom**, p. 59-71, 2011.

PAIVA, V. L. M. O. O novo perfil dos cursos de licenciatura em Letras. In: TOMICH, L. M. B. et al. (Org.). **A interculturalidade no ensino de inglês**. Florianópolis: UFSC, p. 345-363, 2005.

PAIVA, V. L. M. O. Avaliação dos cursos de Letras e a formação do professor. In: **Revista GELNE**. João Pessoa. v. 5, n. 1 e 2. p. 193-200, 2004.

PAIVA, V. L. M.; BRAGA, J. C. F. The complex nature of autonomy. In: **DELTA**, v. 24, esp., 2008, p. 441-468. Disponível em: <[http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0102-44502008000300004](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0102-44502008000300004)> Acesso em: 30 de setembro de 2019.

PENNYCOOK, A. **Posthumanist Applied Linguistics**. New York: Routledge, Taylor and Francis Group, 2018.

PENNYCOOK, A. **The cultural politics of English as an International Language**. Routledge Linguistics Classics, New York: Routledge, Taylor and Francis Group, 2017a.

PENNYCOOK, A. Translanguaging and semiotic assemblages. In: **International Journal of Multilingualism**, New York: Routledge, Taylor and Francis Group, p.1-14, 2017b.

PENNYCOOK, A. **Language and mobility: unexpected places**. Ontario, Canada: Multilingual Matters, 2012.

PENNYCOOK, A. Critical and alternative directions in Applied Linguistics. In: **Australian Review of Applied Linguistics**, v. 33, n. 2, p.16.1-16.16, 2010a.

PENNYCOOK, A. **Language as a local practice**. London, England: Routledge, 2010b.

PENNYCOOK, A. English and globalization. In: MAYBIN, J.; SWANN, J. **The Routledge Companion to English Language Studies**, New York: Routledge – Taylor and Francis Group, p. 113-121, 2010c.

PENNYCOOK, A. The future of Englishes: one, many or none? In: KIRKPATRICK, A. (Ed.), **The Routledge Handbook of World Englishes**, New York: Routledge, p. 673-688, 2010d.

PENNYCOOK, A. Critical applied linguistics and language education. In: MAY, S.; HORNBERGER, N.H. (Eds.) **Encyclopedia of Language and Education**, 2<sup>nd</sup> Edition, v. 1: Language policy and political issues in education, p. 169-181, Springer, 2008.

PENNYCOOK, A. The myth of English as an International Language. In: MAKONI, S.; PENNYCOOK, A. (Ed.) **Disinventing and reconstituting languages**. Clevedon: Multilingual Matters, p. 90-115, 2007.

PENNYCOOK, A. Beyond homogeny and heterogeny: English as a global and worldly language. In: MAIR, C. (Ed.). **The politics of English as a world language: new horizons in postcolonial cultural studies**. Amsterdam: Asnel Papers 7, RODOPI, 2003.

PENNYCOOK, A. **Critical applied linguistics: a critical introduction**. New Jersey: Lawrence Erlbaum Associates, 2001.



PIMENTA, S. G. **O Estágio na Formação de Professores: Unidade Teoria e Prática?** 7ª ed. São Paulo: Cortez, 2006.

PIMENTA, S. G. Professor reflexivo: construindo uma crítica. In: PIMENTA, S. G.; GHEDIN, E. (Orgs.) **Professor reflexivo no Brasil: gênese e crítica de um conceito**. São Paulo: Cortez, 2002.

PIMENTA, S. G.; ANASTASIOU, L. G. C. **Docência no ensino superior**. São Paulo: Cortez, 2002.

PHILLIPSON, R. Linguistic imperialism and linguisticism, In: **Linguistic Imperialism**. Oxford: OUP, p. 50-57, 1992.

PRIESTLEY, M.; BIESTA, G.; STAVROULA, P.; ROBINSON, S. The teacher and the curriculum: exploring teacher agency. In: WYSE, D.; HAYWARD, L.; PANDYA, J. **The SAGE Handbook of curriculum, pedagogy and assessment**: Two volume set, City Road: SAGE Publications Ltd, p. 2-16, 2016.

PUTRI, L. A. Communication Strategies in English as a second language (ESL) context. In: **Advances in Language and Literary Studies**, v.4, n.1, January 2013. Available at: <<http://www.journals.aiac.org.au/index.php/all/article/view/75>> Access in March 2019.

QUADROS-ZAMBONI, A. S. **Apendicite formativa nos cursos de Letras: reflexões sobre a formação do professor de inglês**. Campinas, SP: Pontes Editores, 2015.

QUIJANO, A. Colonialidad y modernidad/racionalidad. In: **Perú Indígena**, Lima, v.13, n.29, p. 11-20, 1992.

RAJADURAI, J. Intelligibility studies: a consideration of empirical and ideological issues. In: **World Englishes**, v. 26, n.1, p. 87-98, 2007.

RAJAGOPALAN, K. Non-native speaker teachers of English and their anxieties: ingredients for an experiment in action research. In: LLURDA, E. **Non-native Language Teaching: perceptions, challenges and contributions to the profession**. New York: Springer, p. 283-303, 2005.

RAJAGOPALAN, K. National languages as flags of allegiance, or the linguistics that failed us: A close look at emergent linguistic chauvinism in Brazil. In: **Journal of Language and Politics**, v.1, n.1, p. 115-147, 2002.

RASTEGAR, M.; GOHARI, S. S. M. Communication strategies, attitude, and oral output of EFL learners: a study of relations. In: **Scientific Research Publishing**. Open Journal of Modern Linguistics, v. 6, 2016, p. 401-419. Available at: <[http://file.scirp.org/Html/3-1640476\\_71461.htm](http://file.scirp.org/Html/3-1640476_71461.htm)> Access in March 2019.

REDER, S.; DAVILA, E. Context and literacy practices. In: **Annual Review of Applied Linguistics**, Cambridge University Press, v. 25, p. 170-187, 2005.

RICHARDS, J. C. Teaching English through English: proficiency, pedagogy and performance. In: **RELC Journal**, v.48, n.1, p.7-30, SAGE, 2017.

RICHARDS, J. C. **Communicative Language Teaching Today**. New York: Cambridge University Press, 2006.

ROCHA, C. H.; MACIEL, R. F. Ensino de língua estrangeira como prática translingue: articulações com teorizações bakhtinianas. **DELTA**, 31-2, p. 411-445. 2015.

RODRIGUES, L. C. B. A formação do professor de língua estrangeira no século XXI: entre as antigas pressões e os novos desafios. In: **Signum: Estudos da Linguagem**, Londrina, n.19/2, p. 13-34, dez. 2016. Available at: <<http://dx.doi.org/10.5433/2237-4876.2016v19n2p13>> Access in May 2019.

ROSAS MALDONADO, M. Communication strategies used by different level L2 English learners in oral interaction. In: **Revista Signos**. Estudios de Linguística, v.49, n.90. PUCV, Chile, 2016. p.71-93. Available at: <<https://scielo.conicyt.cl/pdf/signos/v49n90/a04.pdf>> Access in March 2019.

SALLES, M. R.; GIMENEZ, T. Globalização e políticas educacionais: uma reflexão sobre o ensino e a formação de professores de língua inglesa no contexto brasileiro. **Revista Entretextos**, v. 8, p.150-160, 2008.

SALOMÃO, A. C. B. **A cultura e o ensino de língua estrangeira: perspectivas para a formação continuada no projeto Teletandem Brasil**. Tese de Doutorado. Programa de pós-graduação em Estudos Linguísticos, Universidade Estadual Paulista Júlio de Mesquita Filho, São José do Rio Preto, 2012.

SARACENI, M. English as a lingua franca: Between form and function. In: **English Today**, v.24, n.2, p. 20–26, 2008.

SAUSSURE, F. **Curso de linguística geral**. Organização de Charles Bally e Albert Sechehaye com a colaboração de Albert Riedlinger. Tradução de Antônio Chelini, José Paulo Paes e Izidoro Blikstein. 27. ed. São Paulo: Cultrix, 2006.

SAUSSURE, F. **Cours de linguistique générale**. 2. ed. Paris: Payot, 1922.

SCARAMUCCI, M. V. R. Proficiência em LE: Considerações terminológicas e conceituais. In: **Trabalhos de Linguística Aplicada**, Campinas, n.36, p. 11-22, Jul./Dez. 2000.

SCHMITZ, J. R. On the notions 'native'/'nonnative': a dangerous dichotomy for World Englishes? In: **Signótica**, v.21, n.2, p. 341-363, 2009.

SCHÖN, D. A. **Educando o profissional reflexivo: um novo design para o ensino e a aprendizagem**. Porto Alegre: Artmed, 2000.

SCHÖN, D. Formar professores como profissionais reflexivos. In: NÓVOA, A. **Os professores e sua formação**. Lisboa: Dom Quixote, 1992.

SEIDLHOFER, B. Standard English and the dynamics of ELF variation. In: In: GIMENEZ, T.; EL KADRI, M. S.; CALVO, L. C. S. (Orgs.). **English as a lingua franca in teacher education. A Brazilian Perspective**. Berlin: De Gruyter, p. 85-100, 2018.

SEIDLHOFER, B. **Understanding English as a lingua franca**. Oxford: Oxford University Press, 2011.

SEIDLHOFER, B. Common ground and different realities: World Englishes and English as a lingua franca. In: **World Englishes**, v.28, n.2, p. 236–245, 2009.

SEIDLHOFER, B. English as a lingua franca. In: **ELT Journal**, v.59, n.4, October 2005.

SEIDLHOFER, B. Research perspectives on teaching English as a lingua franca. In: **Annual Review of Applied Linguistics**, v.24, p. 209–239, 2004.

SEIDLHOFER, B.; BREITENEDER, A.; PITZL, M-L. L. English as a Lingua Franca in Europe: challenges for applied linguistics. In: **Annual Review of Applied Linguistics**, v. 26, p. 3-34, 2006.

SIFAKIS, N. C. ELF awareness as an opportunity for change: a transformative perspective for ESOL teacher education. In: **JELF 2014**, v.3, n.2, De Gruyter Mouton, p. 317-335, 2014a.

SIKAFIS, N. C. Teaching pronunciation in the post-EFL era: Lessons from ELF and implications for teacher education. In: AGUDO, J. D. M. (Ed). **English as a foreign language teacher education: Current perspectives and challenges**. New York: Rodopi, p. 127 – 146, 2014b.

SIFAKIS, N. C. Teacher education in the post-modern era: introducing a transformative dimension in the teaching of English as a Lingua Franca. In: **Selected Papers from the 18th ISTAL**, p. 345-353, 2009.

SIFAKIS, N. C.; LOPRIORE, L.; DEWEY, M.; BAYYURT, Y.; VETTOREL, P.; CAVALHEIRO, L.; SIQUEIRA, S. P.; KORDIA, S. ELF-awareness in ELT: Bringing together theory and practice. In: **JELF**, v.7, n.1, De Gruyter Mouton, p. 155-209, 2018.

SILVA, T. T. **Documentos de identidade: uma introdução às teorias do currículo**. 3rd edition, Belo Horizonte: Autêntica, 2010.

SIQUEIRA, S. Inglês como língua franca não é zona neutra, é zona transcultural de poder: por uma descolonização de concepções, práticas e atitudes. In: **Línguas e Letras**, v. 19, n. 44, Cascavel, 2018.

SIQUEIRA, D. S. P.; SOUZA, J. S. S. Inglês como língua franca e a esquizofrenia do professor. **Estudos Linguísticos e Literários**, Salvador, n. 50, p. 31-64, jul.-dez. 2014.

SIQUEIRA, D. S. P. **Inglês como língua internacional: por uma pedagogia intercultural crítica**. Tese Doutorado em Letras, Universidade Federal da Bahia. Salvador, 2008.

SMITH, L. E.; NELSON, C. L. World Englishes and issues of intelligibility. In: KACHRU, B. B.; KACHRU, Y.; NELSON, C. L. **The Handbook of World Englishes**. Blackwell Publishing: Oxford, UK, p.428-445, 2008.

SNYDER, I. Literacy and technology studies: past, present, future. In: **Australian Educational Researcher**, v. 27, n.2, p. 97-119, August 2000.

SOARES, M. Práticas de letramento e implicações para a pesquisa e para as políticas de alfabetização e letramento. In: MARINHO, Marildes; CARVALHO, Gilcinei Teodoro (Org.). **Cultura, escrita e letramento**. Belo Horizonte: Editora UFMG, 2010.

SOARES, M. Letramento e alfabetização: as muitas facetas. In: **Revista Brasileira de Educação**, Campinas, Autores Associados, n. 25, p. 5-17, jan.-abr. 2004. Disponível em: <<http://www.scielo.br/pdf/rbedu/n25/n25a01.pdf>>. Acesso em: 20 dez. 2017.

SOUZA, R. M. R. Q. **Multiletramentos em Aulas de Língua Inglesa no ensino público**: transposições e desafios. Tese de Doutorado. Programa de Pós-graduação em Estudos Linguísticos e Literários em Inglês, Faculdade de Filosofia, Letras e Ciências Humanas, Universidade de São Paulo, 2011.

SPIVAK, G. C. **The post-colonial critic: interviews, strategies, dialogues**. New York: Routledge, 1990.

STEGER, M. **Globalization: A very short introduction**. Oxford, United Kingdom: Oxford University Press, 2013.

STERN, H. H. **Fundamental concepts of language teaching**. Oxford: Oxford University Press, 1983.

STREET, B. Literacy and Development: Ethnographic Perspectives. In: **Symposium Education and the sustainable development goals in the commonwealth and beyond**: shifting the discourse. London: The Ramphal Institute, 2016.

STREET, B. V. **Letramentos sociais**: abordagens críticas do letramento no desenvolvimento, na etnografia e na educação. Tradução: Marcos Bagno. São Paulo: Parábola Editorial, 2014.

STREET, B. New Literacies, new times: developments in literacy studies. In: STREET, B. V.; HORNBERGER, N. H. (Eds.) **Encyclopedia of Language and Education**, 2<sup>nd</sup> ed., v.2, p.3-14, 2008.

STREET, B. What's "new" in new literacy studies? Critical approaches to literacy in theory and practice. In: **Current issues in comparative education**, Columbia University, v. 5, p. 1-14, 2003.

STREET, B. **Literacy in Theory and Practice**. Cambridge: Cambridge University Press, 1984.

STRONG-WILSON, T.; ROUSE, D. New wine in old bottles? Remediation, teacher as bricoleur, and the story of Antaerus. In: LANKSHEAR, C.; KNOBEL, M. (EDs). **A new literacies reader: educational perspectives**. New York: Peter Lang, 2013.

TARONE, E. Conscious communication strategies in interlanguage: a progress report. In: **TESOL 1977**. Ed. Douglas Brown, Ca Yorio and Ruth Crymes, Washington D.C, p.194-201, 1977.

TÍLIO, R. Repensando a abordagem comunicativa: multiletramentos em uma abordagem consciente e conscientizadora. In: ROCHA, C.H.; MACIEL, R.F. (Orgs.) **Língua Estrangeira e Formação Cidadã: Por entre Discursos e Práticas**. 2ª ed. Campinas: Pontes Editores, p. 51-67, 2015.

TÍLIO, R. Língua estrangeira moderna na escola pública: possibilidades e desafios. In: **Educação & Realidade**, Porto Alegre, v.39, n.3, p. 925-944, jul./set. 2014.

TIMMS, P. Questionnaires. In: ARTHUR, J.; WARING, M.; COE, R.; HEDGES, L. (Orgs.). **Research methods & methodologies in education**. London: Sage Publications, p. 231-240. 2012.

TUCKMAN, B. W. **Manual de Investigação em Educação: como conceber e realizar o processo de investigação em Educação**. 2. ed. Lisboa: Fundação Calouste Gulbenkian, 2002.

VALÉRIO, K. M.; MATTOS, A. M. A. Critical literacy and the communicative approach: gaps and intersections. In: **Revista Brasileira de Linguística Aplicada**, v. 18, n.2, p. 313-338, 2018.

VAN LEEUWEN, T. **Introducing social semiotics**. London: Routledge, 2005.

VAN LIER, L. Ecological-semiotic perspectives on educational linguistics. In: SPOLSKY, B.; HULT, F. M. (Eds.) **The handbook of Educational Linguistics**. Malden, MA: Blackwell, p. 596-605, 2008.

VARÁDI, T. Strategies of target language learner communication: message adjustment. In: **The sixth conference of the Romanian-English Linguistics Project**, Timisoara, 1973.

VASCONCELOS, M. I. C. **A formação do professor do ensino superior**. 2. ed. São Paulo: Pioneira, 2000.

VILELA, A. C.; OLIVEIRA, F. L. P. “I cut my hair” e “I did my nails”: evidência de transferência linguística na interlíngua de falantes brasileiros aprendizes de inglês como segunda língua? In: **Trabalhos de Linguística Aplicada**, Campinas, v. 49, n.1, p. 223-239, jan./jun. 2010.

WALESKO, A. M. H. **Formação inicial e o mito do “falante nativo”**: construções identitárias de professores de professores de inglês em uma comunidade de prática. Tese de Doutorado em Letras, Setor de Ciências Humanas da Universidade Federal do Paraná, Curitiba, 2019.

WATSON-GECEO, K. A. Ethnography in ESL: defining the essentials. In: **TESOL Quarterly**, v.22, n.4, p. 575-592, December 1988.

WEI, L. Moment analysis and translanguaging space: discursive construction of identities by multilingual Chinese youth in Britain. In: **Journal of Pragmatics**, v.43, p.1222–1235, 2011.

WENGER, E. **Communities of Practice**. Cambridge: Cambridge University Press, 1998.

WICKENS, C. M.; SANDLIN, J. A. Literacy for what? Literacy for whom? The politics of literacy education and neocolonialism in UNESCO – and World Bank – sponsored literacy programs. In: **Adult Education Quarterly**, v. 57, n.4, p. 275-292, August 2007.

WIDDOWSON, H. G. Historical perspectives in ELF. In: JENKINS, J.; BAKER, W.; DEWEY, M. (Eds.) **The Routledge handbook of English as Lingua Franca**. New York: Routledge, Taylor & Francis Group, 2018.

WIDDOWSON, H. G. **Defining Issues in English Language Teaching**. OUP: Oxford, 2003.

WIDDOWSON, H. G. The ownership of English. In: **TESOL Quarterly**, v.28, p. 377-389, 1994.

WINCH, P. G.; NASCIMENTO, S. S. A teoria da comunicação de Jakobson: suas marcas no ensino de língua portuguesa. In: **Estudos da Língua(gem)**, Vitória da Conquista, v. 10, n. 2, p. 219-236. dez. 2012.

WOOD, E. J. Field research. In: BOIX, C.; STOKES, S. C. (Eds.) **The Oxford Handbook of Comparative Politics Online**, Oxford: Oxford University Press, p.1-27, 2009.

YAMADA-RICE, D. New media, evolving multimodal literacy practices and the potential impact of increased use of visual mode in the urban environment on young's children learning. In: **Literacy**, vol. 45, n. 1, p. 32-43, April 2011.

ZEICHNER, K. M. **A formação reflexiva de professores**: ideias e práticas. Lisboa: Educa, 1993.

## APPENDIX A – ETHICS COMMITTEE AUTHORIZATION

UFPR - SETOR DE CIÊNCIAS  
DA SAÚDE DA UNIVERSIDADE  
FEDERAL DO PARANÁ -



### PARECER CONSUBSTANCIADO DO CEP

#### DADOS DO PROJETO DE PESQUISA

**Título da Pesquisa:** PERSPECTIVAS TEÓRICO PRÁTICAS E PRÁTICA PEDAGÓGICA DE PROFESSORES DE LÍNGUA INGLESA: IMPACTOS NA FORMAÇÃO DE

**Pesquisador:** Clarissa Menezes Jordão

**Área Temática:**

**Versão:** 4

**CAAE:** 67671517.4.0000.0102

**Instituição Proponente:** Programa de Pós-Graduação em Letras

**Patrocinador Principal:** Financiamento Próprio

#### DADOS DO PARECER

**Número do Parecer:** 2.138.493

#### Apresentação do Projeto:

Trata-se do projeto de pesquisa intitulado PERSPECTIVAS TEÓRICO PRÁTICAS E PRÁTICA PEDAGÓGICA DE PROFESSORES DE LÍNGUA INGLESA: IMPACTOS NA FORMAÇÃO DE PROFESSORES, sob a responsabilidade da Profa. Clarissa Menezes Jordão, na condição de orientadora da doutoranda Isabel Cristina Vollet Marson, vinculado ao Programa de Pós-graduação em Letras do Setor de Ciências Humanas da Universidade Federal do Paraná.

Este projeto foi apreciado por este Comitê em diferentes datas, tendo recebido os Pareceres Consubstanciados nº 2.092.773, 2.114.770 e 2.129.609, nos quais constaram pendências que foram objeto de análise neste Parecer.

#### Objetivo da Pesquisa:

##### Objetivo Geral

Investigar como os licenciandos e docentes percebem as práticas discursivas nas quais estão envolvidos em um curso de Letras Português-Inglês de uma universidade pública no Estado do Paraná.

##### Objetivos específicos

- a) Examinar a literatura especializada sobre formação de professores de inglês.
- b) Verificar qual(ais) perspectiva(s) sobre o ensino de inglês orientam o Projeto Político Pedagógico

Endereço: Rua Padre Camargo, 285 - Térreo  
Bairro: Alto da Glória  
UF: PR Município: CURITIBA  
Telefone: (41)3360-7259

CEP: 80.060-240

E-mail: cometica.saude@ufpr.br

**UFPR - SETOR DE CIÊNCIAS  
DA SAÚDE DA UNIVERSIDADE  
FEDERAL DO PARANÁ -**



Continuação do Parecer: 2.138.493

do curso de Letras participante.

c) Analisar, por meio de entrevistas e observações de aulas, quais perspectivas teórico práticas sobre o ensino de inglês informam a práxis de professores de língua inglesa e de estágio curricular supervisionado em língua inglesa do curso participante.

d) Analisar, por meio de questionários, entrevistas e observações de aulas, quais perspectivas teórico práticas sobre ensino de inglês informam a práxis dos licenciandos durante o estágio curricular supervisionado em língua inglesa.

**Avaliação dos Riscos e Benefícios:**

Conforme consta no projeto, "a pesquisa será realizada com professores atuantes do curso de letras e acadêmicos matriculados no curso de Letras da universidade". Os alunos estarão

no seu ambiente e aula na universidade ou no estágio supervisionado obrigatório que os acadêmicos precisam cumprir na universidade. Só participarão da pesquisa os acadêmicos e professores que se disponibilizarem a participar da pesquisa de livre e espontânea vontade. Em vista disso, os riscos relacionados com a presente pesquisa são de ordem mínima, embora não deixem de ser importantes. Dentre os riscos enumeramos: a quebra de confidencialidade, desconforto ou constrangimento para os participantes, já que as entrevistas semiestruturadas serão gravadas em áudio e vídeo. Nesse sentido, existe a possibilidade de que alguns participantes se neguem a participar da pesquisa. O estudo em questão empregará técnicas e métodos retrospectivos de pesquisa, buscando não realizar nenhuma intervenção intencional nos aspectos psicológicos e sociais dos participantes.

Em relação aos benefícios, os alunos e professores poderão relatar se as práticas que eles estão inseridos estão surtindo efeito na sua formação e apontar aspectos para futuros direcionamentos teórico-práticos."

**Comentários e Considerações sobre a Pesquisa:**

O projeto está bem redigido e apresenta referenciais teórico e metodológico consistentes, havendo viabilidade de execução.

Destaca-se que as pendências apontadas nos pareceres consubstanciados supracitados foram atendidas.

**Considerações sobre os Termos de apresentação obrigatória:**

Todos os termos foram apresentados.

Endereço: Rua Padre Camargo, 285 - Térreo  
Bairro: Alto da Glória  
UF: PR Município: CURITIBA  
Telefone: (41)3360-7259

CEP: 80.060-240

E-mail: cometica.saude@ufpr.br



**UFPR - SETOR DE CIÊNCIAS  
DA SAÚDE DA UNIVERSIDADE  
FEDERAL DO PARANÁ -**



Continuação do Parecer: 2.138.493

**Recomendações:**

Não há.

**Conclusões ou Pendências e Lista de Inadequações:**

Todas as pendências apontadas nos pareceres consubstanciados supracitados foram atendidas.

- É obrigatório retirar na secretaria do CEP/SD uma cópia do Termo de Consentimento Livre e Esclarecido com carimbo onde constará data de aprovação por este CEP/SD, sendo este modelo reproduzido para aplicar junto ao participante da pesquisa.

O TCLE deverá conter duas vias, uma ficará com o pesquisador e uma cópia ficará com o participante da pesquisa (Carta Circular nº. 003/2011CONEP/CNS).

Favor agendar a retirada do TCLE pelo telefone 41-3360-7259 ou por e-mail [cometica.saude@ufpr.br](mailto:cometica.saude@ufpr.br), necessário informar o CAAE.

**Considerações Finais a critério do CEP:**

Solicitamos que sejam apresentados a este CEP, relatórios semestrais e final, sobre o andamento da pesquisa, bem como informações relativas às modificações do protocolo, cancelamento, encerramento e destino dos conhecimentos obtidos, através da Plataforma Brasil - no modo: NOTIFICAÇÃO. Demais alterações e prorrogação de prazo devem ser enviadas no modo EMENDA. Lembrando que o cronograma de execução da pesquisa deve ser atualizado no sistema Plataforma Brasil antes de enviar solicitação de prorrogação de prazo.

Emenda – ver modelo de carta em nossa página: [www.cometica.ufpr.br](http://www.cometica.ufpr.br) (obrigatório envio)

**Este parecer foi elaborado baseado nos documentos abaixo relacionados:**

Tipo Documento	Arquivo	Postagem	Autor	Situação
Informações Básicas do Projeto	PB_INFORMAÇÕES_BÁSICAS_DO_PROJETO_898112.pdf	22/06/2017 21:45:43		Aceito
Outros	7a_termo_consentimento_livre_esclarecido_mod_versao_2.docx	13/06/2017 21:25:53	Clarissa Menezes Jordão	Aceito
Outros	7a_termo_consentimento_livre_esclarecido_mod_versao_1.docx	13/06/2017 21:24:54	Clarissa Menezes Jordão	Aceito
Outros	Resposta_as_pendencias_carta_simples_13_junho.pdf	13/06/2017 21:22:55	Clarissa Menezes Jordão	Aceito
Outros	Emenda_pendencias_protocolo_CEP_	06/06/2017	Clarissa Menezes	Aceito

Endereço: Rua Padre Camargo, 285 - Térreo

Bairro: Alto da Glória

CEP: 80.060-240

UF: PR

Município: CURITIBA

Telefone: (41)3360-7259

E-mail: [cometica.saude@ufpr.br](mailto:cometica.saude@ufpr.br)

**UFPR - SETOR DE CIÊNCIAS  
DA SAÚDE DA UNIVERSIDADE  
FEDERAL DO PARANÁ -**



Continuação do Parecer: 2.138.493

Outros	6_junho.pdf	06:55:24	Jordão	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	7a_termo_consentimento_livre_esclareci do_modificado_6_junho.docx	06/06/2017 06:48:18	Clarissa Menezes Jordão	Aceito
Projeto Detalhado / Brochura Investigador	1_Projeto_detalhado_Brochura_COEP_I sabel_Marson_2017.docx	04/06/2017 14:40:29	Clarissa Menezes Jordão	Aceito
Outros	5a_declaracao_uso_especifico_material dados_mod_final.pdf	26/04/2017 13:55:54	Clarissa Menezes Jordão	Aceito
Outros	4b_Declaracao_tornar_publicos_resulta dos_mod_final.pdf	26/04/2017 13:54:57	Clarissa Menezes Jordão	Aceito
Outros	9a_declaracao_responsabilidade_projet o_mod_final.pdf	26/04/2017 13:54:12	Clarissa Menezes Jordão	Aceito
Outros	6a_termo_compromisso_inicio_pesquisa mod_final.pdf	26/04/2017 13:53:29	Clarissa Menezes Jordão	Aceito
Outros	4a_termo_confidencialidade_mod_abril_ final.pdf	26/04/2017 13:52:40	Clarissa Menezes Jordão	Aceito
Outros	9e_Modelo_Oficio_do_pesquisador_Clar issa_abril_final.pdf	26/04/2017 13:51:24	Clarissa Menezes Jordão	Aceito
Outros	8a_Oficio_da_ata_ISABEL.pdf	26/04/2017 13:49:26	Clarissa Menezes Jordão	Aceito
Folha de Rosto	9c_folha_de_rosto_ISABEL_FINAL_26_ abril.pdf	26/04/2017 13:30:37	Clarissa Menezes Jordão	Aceito
Outros	9b_check_list_documental_projeto_ISA BEL.pdf	07/04/2017 14:39:20	Clarissa Menezes Jordão	Aceito
Outros	2a_analise_de_merito_Eduardo_ISABE L.pdf	07/04/2017 14:35:05	Clarissa Menezes Jordão	Aceito
Outros	9d_extrato_ata_comite_etica_ISABEL.p df	07/04/2017 14:21:37	Clarissa Menezes Jordão	Aceito
Declaração de Instituição e Infraestrutura	3b_concordancia_instituicao_coparticipa nte_ISABEL.pdf	07/04/2017 14:17:54	Clarissa Menezes Jordão	Aceito

**Situação do Parecer:**

Aprovado

**Necessita Apreciação da CONEP:**

Não

CURITIBA, 26 de Junho de 2017

Assinado por:  
**IDA CRISTINA GUBERT**  
(Coordenador)

Endereço: Rua Padre Camargo, 285 - Térreo  
Bairro: Alto da Glória  
UF: PR Município: CURITIBA  
Telefone: (41)3360-7259

CEP: 80.060-240

E-mail: cometica.saude@ufpr.br

## APPENDIX B – TEACHER EDUCATORS' QUESTIONNAIRE



UNIVERSIDADE FEDERAL DO PARANÁ  
SETOR DE CIÊNCIAS HUMANAS, LETRAS E ARTES  
DEPARTAMENTO DE LETRAS ESTRANGEIRAS MODERNAS

### PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

Doutorado em Letras – Linguagens, culturas e identidades: ensino e aprendizagem

Orientanda: Isabel Cristina Vollet Marson

Orientadora: Prof<sup>a</sup> Dr<sup>a</sup> Clarissa Menezes Jordão

Caro (a) Professor (a) do Curso de Letras Inglês,

O presente questionário objetiva gerar dados para a pesquisa intitulada “Perspectivas teórico práticas e prática pedagógica de professores de Língua Inglesa”. Suas respostas farão parte do conjunto de dados a ser analisado como parte dos procedimentos de pesquisa. Os resultados serão destinados apenas para propósitos acadêmicos. Por favor, utilize seu primeiro nome ou as iniciais de seu nome na identificação e responda as questões com franqueza (uma entrevista poderá ser realizada para esclarecimento de alguns pontos). Ressalto que esta identificação serve apenas para propósitos organizacionais internos, sendo que você não será identificado em nenhum momento quando da análise ou da divulgação da pesquisa. Se qualquer informação for divulgada em relatório ou publicação, isto será feito sob forma codificada, para que a **sua identidade seja preservada e mantida a confidencialidade**.

### PERFIL DO RESPONDENTE

Nome: \_\_\_\_\_ Data: \_\_\_\_/\_\_\_\_/\_\_\_\_

Sexo: ( ) feminino ( ) masculino ( ) outro

Faixa etária: ( ) entre 18 e 25 anos ( ) entre 25 e 35 anos ( ) entre 35 e 50 anos  
( ) mais de 50

1. Antes do curso de Letras, você estudou inglês formalmente:

- ( ) apenas na escola regular, Ensino Fundamental e Médio Anos: \_\_\_\_\_  
( ) em escolas de idiomas Anos: \_\_\_\_\_  
( ) em aulas particulares Anos: \_\_\_\_\_  
( ) outro: \_\_\_\_\_ Anos/ horas: \_\_\_\_\_

2. Há quanto tempo você ensina a Língua Inglesa? \_\_\_\_\_

3. Você já fez algum desses testes internacionais? Por que motivo?

- ( ) PET – Preliminary English Test ( ) CPE – Certificate of Proficiency in English  
( ) FIRST – First Certificate of English ( ) TOEFL – Test of English as a Foreign Language  
( ) CAE – Certificate of Advanced English ( ) Outro

4. Que nível de proficiência é necessário para lecionar a Língua Inglesa? Justifique.

5. Como você descreveria o inglês usado pelos seus alunos nas aulas de Língua Inglesa na universidade?

6. Como você se sente em relação ao uso da Língua Inglesa pelos seus alunos na sala de aula nos quesitos que seguem:

		Muito satisfeito	Satisfeito	Regular	Insatisfeito	Muito insatisfeito
1	Oralidade					
2	Produção Escrita					
3	Audição					
4	Leitura					
5	Gramática					
6	Vocabulário					
7	Trabalho em duplas					
8	Trabalho individual					
9	Autonomia					

7. Como o ensino de Língua Inglesa é abordado nas suas aulas? Comente a respeito da sua prática, o uso do livro didático, as atividades em sala de aula, estratégias de ensino, materiais didático-pedagógicos.

8. Há diferenças na Língua Inglesa ensinada por um professor nativo ou por um professor não-nativo? Por quê?

9. Você acha que deveria haver professores falantes nativos de Língua Inglesa no corpo docente da universidade? Por quê?

10. Que implicações a expansão da Língua Inglesa no mundo global traz para o seu contexto de sala de aula?

11. Como você lida com os diferentes níveis de proficiência dos alunos em sala de aula? Explique.

12. Como você descreveria o seu papel na formação do futuro docente de Língua Inglesa da universidade?

13. Leia o diálogo e comente as possíveis razões para a dificuldade de comunicação nessa situação.

Read the dialogue between the Manager (M) and the Tourist (T)

**AT THE HOTEL**

(M) – Excuse me, Sir. What's the matter?

(T) – I have a problem. I read the notice "push" and I followed the instruction but the door isn't working!

(M) – Sorry, Sir...but you can't open the door because you're doing the opposite movement!

(T) – Ummm, thank you. Maybe you can help me. I need to buy a book at the library.

(M) – Sorry, Sir... but you can't buy books at the library!

(T) – Who do you think you are to tell me what I can or can't do? I pretend to buy, so I'll buy, I have the money!

(M) – If you pretend to buy you don't need the money....

(T) – Are you suggesting that I am a thief?

(M) – I didn't mean to offend you. I know that you're just an ordinary man!

(T) – What? An ordinary man? I don't have the costume to be talked like that by strange people, and I see that you're very exquisite and I need respite. I'll call my avocado. I had a deception with this hotel.... I will process you and this hotel.

(T) - ????!!??

Written by Isabel Cristina Vollet Marson

Fonte: Elaborado pela autora

14. Observe as sentenças abaixo. Quais delas chamam sua atenção? Como você reagiria se elas aparecessem nas suas aulas? Explique.

1. ( ) Are you good?

2. ( ) I don't have none problem.

3. ( ) Mike borned in 1985.

4. ( ) She is a famous apresentant on TV.

5. ( ) David is a famous American director. Your fame started because of your films.

6. ( ) He played the piano, the guitar and the battery.

7. ( ) He had ten years old.

8. ( ) I love live in rural area because is quiet have space.

9. ( ) Some of my friends prefere to live in big cities.

10. ( ) I don't go frecuently to the partys because it is crowd and noise.

Fonte: Elaborado pela autora



## APPENDIX C – UNDERGRADUATE STUDENTS' QUESTIONNAIRE



UNIVERSIDADE FEDERAL DO PARANÁ  
SETOR DE CIÊNCIAS HUMANAS, LETRAS E ARTES  
DEPARTAMENTO DE LETRAS ESTRANGEIRAS MODERNAS

### PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

Doutorado em Letras – Linguagens, culturas e identidades: ensino e aprendizagem

Orientanda: Isabel Cristina Vollet Marson

Orientadora: Prof<sup>a</sup> Dr<sup>a</sup> Clarissa Menezes Jordão

Caro (a) Licenciando (a) do Curso de Letras Português/ Inglês,  
O presente questionário objetiva gerar dados para a pesquisa intitulada “**Perspectivas teórico práticas e prática pedagógica de professores de Língua Inglesa**”. Suas respostas farão parte do conjunto de dados a ser analisado como parte dos procedimentos de pesquisa. Os resultados serão destinados apenas para propósitos acadêmicos. Por favor, utilize seu primeiro nome ou as iniciais de seu nome na identificação e responda as questões com franqueza (uma entrevista poderá ser realizada para esclarecimento de alguns pontos). Ressalto que esta identificação serve apenas para propósitos organizacionais internos, sendo que você não será identificado em nenhum momento quando da análise ou da divulgação da pesquisa. Se qualquer informação for divulgada em relatório ou publicação, isto será feito sob forma codificada, para que a **sua identidade seja preservada e mantida a confidencialidade**.

### PERFIL DO RESPONDENTE

Nome: \_\_\_\_\_ Data: \_\_\_\_/\_\_\_\_/\_\_\_\_  
E-mail: \_\_\_\_\_ telefone: \_\_\_\_\_

Sexo: ( ) feminino ( ) masculino ( ) outro

Faixa etária: ( ) entre 18 e 25 anos ( ) entre 25 e 35 anos ( ) maior de 35 anos

1. Antes do curso de Letras, você estudou inglês formalmente:

- ( ) apenas na escola regular, Ensino Fundamental e Médio Anos: \_\_\_\_\_  
( ) em escolas de idiomas Anos: \_\_\_\_\_  
( ) em aulas particulares Anos: \_\_\_\_\_  
( ) outro: \_\_\_\_\_ Anos / horas: \_\_\_\_\_

2. Você já tem experiência como professor de Língua Inglesa? Se sim, há quantos anos você ensina essa língua?

\_\_\_\_\_

3. Se não, você pretende ser professor de Língua Inglesa? Justifique. ( ) sim ( ) não

\_\_\_\_\_

4. Seu nível de proficiência em inglês é

- ( ) básico ( ) intermediário ( ) avançado

5. Em que situações na sua vida cotidiana você utiliza a Língua Inglesa?

- ( ) nas aulas de Língua Inglesa na universidade  
( ) assistindo filmes em inglês na TV / Netflix / séries  
( ) ouvindo música, podcasts  
( ) surfando na internet  
( ) conversando com amigos dentro da universidade e fora dela  
( ) nas aulas que você prepara  
( ) outros (comente) \_\_\_\_\_

6. Como você se sentiria se tivesse que utilizar a Língua Inglesa em todas as suas atividades diárias?

Muito satisfeito	Satisfeito	Por mim tanto faz	Inseguro	Muito insatisfeito

7. Que recursos didático-pedagógicos você acha importante para o ensino de Língua Inglesa?

- (    ) Giz e lousa                      (    ) aparelho de som                      (    ) Livro didático  
 (    ) Datashow                      (    ) TV                      (    ) Internet  
 (    ) Outro. Especifique. \_\_\_\_\_

8. Como foi o ensino de Língua Inglesa na universidade? Comente a respeito da prática docente, livro didático, atividades em sala de aula, estratégias de ensino, materiais didático-pedagógicos.

---



---



---

9. Das abordagens de ensino de Língua Inglesa que você estudou na universidade, quais você considera mais significativas para o ensino fundamental e médio da escola pública? Justifique.

---



---



---

10. Marque um (X) na opção que define em que medida a sua formação em Língua Inglesa no curso de Letras contemplou:

		Muitas vezes	Algumas vezes	Poucas vezes	Nunca
1.	Textos impressos				
2.	Expressão corporal				
3.	Práticas de oralidade				
4.	Práticas auditivas				
5.	Imagens, figuras, desenhos				

Outro. Especifique

---

11. Comente sobre sua experiência de leitura de textos em inglês na universidade. Mencione aspectos relevantes como por exemplo tempo, vocabulário, estrutura da língua, tamanho do texto, etc.

---



---

12. Você gostaria de aprender inglês no exterior? Onde e por quê?

---



---

13. Você reage de maneiras diferentes quando em contato com um falante nativo de Língua Inglesa ou quando em contato com um falante não-nativo dessa língua? Explique.

---



---



---

14. Você acha que deveria ter professores falantes nativos de Língua Inglesa no corpo docente da universidade? Por quê?

---



---

15. Qual é o nível de proficiência necessário para ser um professor de inglês?

---

16. Qual tem sido o papel do professor na sua formação?

---



---



---

17. Leia o diálogo e comente as possíveis razões para a dificuldade de comunicação nessa situação.

Read the dialogue between the Manager (M) and the Tourist (T)

**AT THE HOTEL**

(M) – Excuse me, Sir. What's the matter?

(T) – I have a problem. I read the notice "push" and I followed the instruction but the door isn't working!

(M) – Sorry, Sir...but you can't open the door because you're doing the opposite movement!

(T) – Ummm, thank you. Maybe you can help me. I need to buy a book at the library.

(M) – Sorry, Sir... but you can't buy books at the library!

(T) – Who do you think you are to tell me what I can or can't do? I pretend to buy, so I'll buy, I have the money!

(M) – If you pretend to buy you don't need the money....

(T) – Are you suggesting that I am a thief?

(M) – I didn't mean to offend you. I know that you're just an ordinary man!

(T) – What? An ordinary man? I don't have the costume to be talked like that by strange people, and I see that you're very exquisite and I need respite. I'll call my avocado. I had a deception with this hotel.... I will process you and this hotel.

(T) - ??!!!!???

Written by Isabel Cristina Vollet Marson

Fonte: Elaborado pela autora

---



---



---



---

18. Observe as sentenças abaixo. Quais delas chamam sua atenção? Como você reagiria se elas aparecessem nas suas aulas? Explique.

1. ( ) Are you good?

6. ( ) He played the piano, the guitar and the battery.

2. ( ) I don't have none problem.

7. ( ) He had ten years old.

3. ( ) Mike borned in 1985.

8. ( ) I love live in rural area because is quiet have space.

4. ( ) She is a famous apresentant on TV.

9. ( ) Some of my friends prefere to live in big cities.

5. ( ) David is a famous American director. Your fame started because of your films.

10.( ) I don't go frecuently to the partys because it is crowd and noise.

Fonte: Elaborado pela autora

---



---



---



---

## APPENDIX D – TEACHER EDUCATORS' INTERVIEW



UNIVERSIDADE FEDERAL DO PARANÁ  
SETOR DE CIÊNCIAS HUMANAS, LETRAS E ARTES  
DEPARTAMENTO DE LETRAS ESTRANGEIRAS MODERNAS

### PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

Doutorado em Letras – Linguagens, culturas e identidades: ensino e aprendizagem

Orientanda: Isabel Cristina Vollet Marson

Orientadora: Prof.<sup>a</sup> Dr.<sup>a</sup> Clarissa Menezes Jordão Data: \_\_\_\_ / \_\_\_\_ / 2018

### ROTEIRO DE ENTREVISTA SEMIESTRUTURADA – PROFESSORES(AS)

Caro (a) professor (a) do Curso de Letras Português/ Inglês,

A entrevista semiestruturada fará parte do conjunto de dados a ser analisado como parte dos procedimentos de pesquisa. Os resultados serão destinados apenas para propósitos acadêmicos. A sua colaboração é voluntária. Se qualquer informação for divulgada em relatório ou publicação, isto será feito sob forma codificada, para que a sua identidade seja preservada e mantida a confidencialidade.

1. Que perspectivas sobre a língua inglesa orientam sua prática?
2. Qual é a sua abordagem de ensino de línguas? Como o ensino de língua inglesa é abordado nas suas aulas? Mencione os seus objetivos, quais os tipos de conhecimento privilegiados, suas práticas de planejamento (seleção de materiais), etc.
3. Na sala de aula, quando você ou seu aluno se deparam com uma situação de desentendimento (oral, auditivo, escrita, leitura) na comunicação em língua inglesa, qual é a sua atitude?
4. Na sua prática costumam acontecer situações em que diferenças culturais entre o inglês e o português são explícitas nas situações de interação? Como você lida com elas?
5. Qual proficiência na língua inglesa é importante para ser professor de inglês? Por quê?
6. Como você define ou identifica o nível de proficiência de um professor de inglês? Quais elementos você leva em consideração ao pensar sobre a proficiência de um professor de inglês?
7. Você acredita que o curso de Letras em que atua desenvolve esse nível de proficiência nos alunos? Você acha que seria possível desenvolver? O que precisaria ser modificado no curso para tanto?
8. Você vê alguma diferença entre o ensino de inglês como língua estrangeira ou como língua franca? Se sim, quais são os pontos positivos e negativos do inglês ser ensinado como uma ou outra?
9. No mundo contemporâneo há um complexo fluxo de comunicação e informação e os sentidos são construídos em diferentes modalidades (linguística, visual, espacial, gestual, sonora). Você acha importante trazer tais questões para a sala de aula? Explique. Se sim, você o faz? Como isso é tratado nas suas aulas de língua inglesa?
10. Como as rápidas mudanças do mundo contemporâneo (comunicabilidade, trânsito rápido de informação e transitoriedade de informações, globalização) podem influenciar sua formação docente? E a de seus alunos?
11. Quais saberes/ conhecimentos são imprescindíveis à formação do futuro professor de língua inglesa?
12. Você acredita que o currículo do curso de Letras leva em conta a maioria dos conhecimentos necessários à formação do professor? O que você sugere que seja incluído ou excluído.



## APPENDIX E – UNDERGRADUATE STUDENTS' INTERVIEW



UNIVERSIDADE FEDERAL DO PARANÁ  
SETOR DE CIÊNCIAS HUMANAS, LETRAS E ARTES  
DEPARTAMENTO DE LETRAS ESTRANGEIRAS MODERNAS

### PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS

**Doutorado em Letras – Linguagens, culturas e identidades: ensino e aprendizagem**

**Orientanda: Isabel Cristina Vollet Marson**

**Orientadora: Prof.<sup>a</sup> Dr<sup>a</sup> Clarissa Menezes Jordão**

**Data: \_\_\_\_ / \_\_\_\_ / 2018.**

### ROTEIRO DE ENTREVISTA SEMIESTRUTURADA – LICENCIANDO(AS)

Caro (a) licenciando(a) do Curso de Letras Português/ Inglês,

A entrevista semiestruturada fará parte do conjunto de dados a ser analisado como parte dos procedimentos de pesquisa. Os resultados serão destinados apenas para propósitos acadêmicos. A sua colaboração é voluntária. Se qualquer informação for divulgada em relatório ou publicação, isto será feito sob forma codificada, para que a sua identidade seja preservada e mantida a confidencialidade.

1. Por que você escolheu fazer Letras Licenciatura?  
Me conte da sua
3. Ao preparar das aulas quando faz uso de material didático-pedagógico, que tipo de material você busca? O que você espera encontrar num bom material?
4. No preparo das aulas, em que abordagem de ensino de língua você se baseia? Você dá ênfase a alguma habilidade específica (oralidade, leitura, escrita, audição, gramática)?
5. Na sala de aula ou fora dela, na interação com outros usuários da Língua Inglesa, quando você se depara com um “misunderstanding – mal-entendido” (oral, auditivo, escrita, leitura) na comunicação, qual é a sua atitude?
6. Você acha que seu conhecimento da Língua Portuguesa influencia a maneira como você aprende a Língua Inglesa? E vice-versa? Explique.
7. É importante ter alta proficiência na Língua Inglesa para ser professor de inglês? Por quê?
8. Como você percebe se uma pessoa tem alta proficiência? E se um professor tem alta proficiência? São os mesmos indicativos para uma pessoa em geral ou para um professor?
9. Quais são os pontos positivos e negativos do inglês ser ensinado como língua estrangeira ou língua franca?
10. No mundo contemporâneo há um complexo fluxo de comunicação e informação e os sentidos são construídos em diferentes modalidades (linguística, visual, espacial, gestual, sonora). Como isso é tratado nas suas aulas de língua inglesa (na universidade e no preparo das suas aulas como professor)?
11. Como as rápidas mudanças do mundo contemporâneo (comunicabilidade, trânsito rápido de informação e transitoriedade de informações, globalização) podem influenciar sua formação docente? E a formação de seus alunos?
12. Quais saberes/ conhecimentos foram fundamentais para você durante o curso? Quais saberes você considera imprescindíveis à formação do futuro professor de língua inglesa?
13. Qual tem sido o papel dos seus professores, especialmente os de língua inglesa na sua formação?
14. Você acredita que o currículo do curso de Letras leva em conta a maioria dos conhecimentos necessários à sua formação? O que você sugere que seja incluído ou excluído?

## APPENDIX F – EXAMPLE OF PROFESSORS QUESTIONNAIRE TABULATION

### Tabulação das perguntas do questionário DOCENTES

Questões:

- 4) Que nível de proficiência é necessário para lecionar a Língua Inglesa? Justifique.
- 5) Como você descreveria o inglês usado pelos seus alunos nas aulas de Língua Inglesa na universidade?
- 7) Como o ensino de Língua Inglesa é abordado nas suas aulas? Comente a respeito da sua prática, o uso do livro didático, as atividades em sala de aula, estratégias de ensino, materiais didático-pedagógicos.

	Questão 4	Questão 5	Questão 7
<b>Prof. 1</b>	Avançado	Nível Intermediário	Foco o inglês em leituras de textos e produção de planos de aulas em Língua Inglesa.
<b>Prof. 2</b>	Acredito que nível intermediário no mínimo para lecionar para níveis básicos e nível avançado para níveis intermediários e avançados.	Na disciplina de Estágio Curricular Supervisionado e não Língua Inglesa, o nível de inglês dos alunos no ano de 2017 variava de básico a avançado.	Como não leciono língua inglesa não tenho como comentar esta pergunta. Na disciplina de estágio curricular supervisionado (em 2017) usamos vários capítulos do livro ORTENZI, D. I. B. G. et al. <b>Roteiros pedagógicos para a prática de ensino de inglês</b> . Londrina: EDUEL, 2008, que pode ser considerado um livro texto para a disciplina. Não utilizo este livro apenas, as atividades eram de leitura, resenha, elaboração de planos de aula, comentários sobre os planos e as aulas/discussões eram também baseadas nas observações e experiências trazidas da escola parceira de estágio.
<b>Prof. 3</b>	Acredito que seja necessário ter nível intermediário-superior (upper-intermediate) a avançado para ensinar a língua inglesa ou qualquer outra língua, já que a língua é justamente o que está sendo ensinado (não se pode ensinar aquilo que não se sabe). A proficiência linguística e conhecimentos de didática são essenciais a professores de línguas.	Em questão de nível, diria que os alunos se encaixam nos níveis básicos a intermediário-baixo (lower intermediate), com poucas exceções se encaixando nos níveis intermediário-superior e avançado.	Acredito que eu trabalhe seguindo uma abordagem comunicativa, isto é, procuro ajustar as necessidades dos alunos ao contexto levando em conta as quatro habilidades linguísticas aliadas ao ensino de gramática e vocabulário. Em geral, trabalho em torno de um tema específico - na maioria das vezes, uso o livro didático como inspiração - e produzo um material levando em conta o que é abordado no livro didático. Como não considero o livro apropriado para o nível linguístico esperado dos alunos, utilizo-o pouco, mais como apoio. Procuro trazer atividades que equilibrem as quatro habilidades e a gramática, sem focar apenas em uma. Gosto de atividades em grupo ou duplas e que estimulem os alunos a conversarem, dividirem opiniões, refletirem sobre algum tema relevante e atual (ex. 'Quais as vantagens e desvantagens de se publicar artigos científicos em inglês?'). Procuro trazer algum recurso audiovisual quando possível. Em geral, os alunos fazem uma produção final escrita (texto argumentativo) após a discussão do tema, pois tenho percebido grande dificuldade por parte da maioria em organizar e explicitar ideias e argumentos - habilidades acadêmicas relevantes. Os textos devem ser reescritos após a primeira correção. Gostaria de ter a possibilidade, mas ainda não encontrei tempo, de trabalhar outros tipos de produção, como vídeos ou áudios.
<b>Prof. 4</b>	Se for na universidade, nível avançado (C1, C2). Na educação básica, acredito que B1, intermediário, já é suficiente, pelo nível e idade dos alunos. Na universidade estamos formando professores de línguas e supõe-se que já tenham um pouco de conhecimento da língua.	Os alunos têm chegado ao 1º ano com níveis bem diversificados. Mas, no geral é básico (A1), sabendo apresentar-se, usar expressões do dia-a-dia, perguntar e responder sobre experiências, ex. hábitos pessoais, de onde é, onde mora, idade, trabalho, família. Pronúncia e fluência também nível básico. Já nas turmas subsequentes, apresentam melhora significativa, principalmente os que optam pelo curso de Letras por causa do inglês.	Adotamos o livro didático (LD) Global da Macmillan, que apresenta uma abordagem do inglês global ou como língua franca, dada a rapidez da comunicação e era de informação com fácil acesso à internet e tecnologia. O livro tem nos oferecido bom material e possibilidades para desenvolver um bom trabalho. Além do LD, utilizo outros materiais, principalmente ferramentas da internet, sites, etc., para atividades de listening, Reading, writing e speaking. Utilizo os Laboratórios (labs.) de informática com ótimos resultados, alunos motivados e antenados à era da tecnologia. Os labs têm fones de ouvido, o que permite atividades individuais e autônomas (cada um no seu ritmo), e projetor de multimídia para compartilhar as atividades desenvolvidas. Uma delas foi sobre o gênero receita, na qual gravaram um vídeo em casa e apresentaram à turma.

	Questão 4	Questão 5	Questão 7
<b>Prof. 5</b>	<p>Acredito que tudo dependerá de alguns aspectos envolvidos no processo de ensino/aprendizagem da LI: do contexto educacional, dos objetivos de tal ensino, das características dos próprios aprendizes. Pensando a realidade brasileira, se tomamos como exemplo aulas de inglês em escolas que se situam em comunidades menos favorecidas ou extremamente carentes, talvez não seja exatamente o nível de proficiência de quem ensina que seja o fator determinante para que aconteça aí um trabalho com a LI significativo. Entretanto, me parece óbvio, que quanto mais quem ensina sabe e conhece seu objeto de ensino, melhor ela poderá realizar seu trabalho. Se pensamos no ideal, talvez um(a) professor(a) de LI no Brasil não devesse ter um nível menor do que um intermediário alto.</p>	<p>Eu diria que há uma enorme heterogeneidade no que concerne a proficiência dos alunos de LI na universidade. Mas que o nível de proficiência dos aprendizes tem melhorado nos últimos anos, apesar de ainda ficar muito aquém do que desejávamos quando estão finalizando o curso de Letras.</p>	<p>Em virtude de ter estado afastada das aulas de Língua Inglesa nos últimos 4 anos, minha resposta para esta questão será baseada nas minhas experiências anteriores. Minhas aulas de LI costumam ser ministradas, na maior parte do tempo, em LI. Mas não tenho qualquer problema em utilizar a LM em momentos bem específicos, por exemplo, com alunos que tenham maiores dificuldades de compreensão para realizar as atividades. Procuro fazer com que a aula traga uma variedade de atividades que envolvam as diferentes habilidades (listening, speaking, reading, writing, learning Grammar) e que os temas tratados sejam de interesse dos alunos. Em relação ao livro didático, como adotamos um no curso de Letras da universidade, procuro utilizá-lo, mas, de maneira criteriosa, criativa e original, de modo que nem sempre faço todas as atividades programadas ou todas as unidades, tal qual o livro do professor (sic) orientaria. Muitas vezes, aproveito as temáticas e aprofundo alguns temas, que considero mais relevantes, trazendo materiais autênticos que podem ser textos literários, textos jornalísticos, vídeos, filmes, etc., e desdobro e/ou modifico as atividades propostas inicialmente pelo livro didático. Outras vezes, posso ainda acrescentar análises linguísticas e /ou discursivas que acredito podem ser úteis para um aprendizado menos mecanicista da LI e, portanto, mais crítico, tento associar forma e conteúdo em uma perspectiva mais funcional de gramática, por exemplo. As atividades propostas nas aulas também incluem uma variedade de modos de realização: trabalhos individuais, em duplas ou grupos, apresentações orais, leitura, escrita, estudo etc. Quanto às estratégias de ensino, depois de 33 anos dando aulas de inglês, acabo quase que nem sabendo nomear todas as "estratégias" de ensino que utilizo, mas acredito que em 10' de interação com os alunos no coletivo ou individualmente, lanço mão de inúmeros modos de me fazer entender, de entendê-los. Acredito que uma das coisas mais importantes que a experiência nos dá é o desenvolvimento de nossa sensibilidade para saber como aquilo que estamos ensinando ou como nossas estratégias estão chegando nos alunos. Conseguimos perceber com mais rapidez se algo não está fazendo sentido e para qual aluno e rapidamente, lançamos mão de alguma estratégia que aprendemos também em interação em sala de aula e que por algum motivo funcionou bem no passado. Em relação a materiais didático-pedagógicos, acredito que acabo por usar materiais mais convencionais como o próprio livro didático, que associo com outros como textos autênticos, vídeos, CDs (que acompanham o MD), CDs de música. Até 2012, a minha utilização da internet durante as aulas foi reduzida a um mínimo.</p>
<b>Prof. 6</b>	<p>Idealmente, o nível avançado. Acredito que quanto maior a proficiência linguística do professor, menos dependente se torna de um estudo com foco nas estruturas gramaticais da língua.</p>	<p>O nível da grande maioria dos alunos com os quais tive contato me parece ser pré-intermediário ou básico.</p>	<p>As aulas de língua inglesa que ministro são orientadas pelo livro didático no que diz respeito a tópicos, a habilidades e a conteúdos gramaticais. Dependendo do tópico, eu proponho atividades extras com o objetivo de desenvolver mais o vocabulário. Também procuro enriquecer as aulas e relacioná-las com a vida dos alunos, em relação a questões culturais. Procuro frequentemente ensinar estratégias de aprendizagem.</p>
<b>Prof. 7</b>	<p>Ser proficiente. Considerando que o professor de língua inglesa tem que saber o que ensina, para que esse/a professor/a se sinta reconhecido e sua identidade profissional fortalecida.</p>	<p>Os/as alunos/as usam o inglês em sala de aula muito pouco. Poderiam usar muito mais, no entanto é necessário um trabalho em conjunto para que isso ocorra. Na universidade ministro a disciplina de Prática de Língua Inglesa em que tento utilizar a língua inglesa para tratar dos temas da disciplina, no entanto, o nível de proficiência em língua inglesa não permite que todos participem. Considerando que a disciplina tem apenas 68 horas, mesclo a disciplina utilizando português e inglês.</p>	<p>Nas minhas aulas tento utilizar a Língua Inglesa em tudo o que faço, no entanto, como sou professora de Prática de Língua Inglesa, na maioria das vezes somente alguns alunos/as participam quando somente a Língua Inglesa é utilizada, considerando que a disciplina é ministrada no 2º. Ano de Letras. A disciplina tem 68hs e um conteúdo teórico extenso para ser discutido e a licenciatura é dupla Português/Inglês, é muito difícil utilizar nas aulas a língua inglesa em todas as aulas e em todos os momentos. No entanto, as leituras, vídeos, atividades de produção de materiais são feitos na medida do possível em Língua Inglesa.</p>

**Questões:**

- 4) Que nível de proficiência é necessário para lecionar a Língua Inglesa? Justifique.  
 5) Como você descreveria o inglês usado pelos seus alunos nas aulas de Língua Inglesa na universidade?  
 7) Como o ensino de Língua Inglesa é abordado nas suas aulas? Comente a respeito da sua prática, o uso do livro didático, as atividades em sala de aula, estratégias de ensino, materiais didático-pedagógicos.

<b>Questão 4</b> (proficiência)	<b>Questão 5</b> (inglês usado pelos alunos)	<b>Questão 7</b> (ensino de LI em sala de aula, livro didático, prática, atividades, estratégias de ensino, materiais didático-pedagógicos)
Intermediário (5X) Avançado (3X) Conhecimento didática Conhecimento língua (4X) Maior proficiência < dependência da gramática	Nível básico (3X) Básico A1 Nível intermediário Intermediário baixo Pré-intermediário Proficiência tem melhorado, mas está aquém do desejado	<p>"Como não leciono língua inglesa não tenho como comentar esta pergunta".</p> <p>Leitura de textos Capítulos de livro Produção de planos de aula (2X) Produção de materiais (2X) Abordagem comunicativa Quatro habilidades (leitura, escrita, oralidade, audição) + gramática (4X) Livro didático Global (Macmillan) Materiais autênticos Perspectiva mais funcional de gramática Saber como aquilo que estamos ensinando ou como nossas estratégias estão chegando nos alunos Trabalho individual Trabalho em grupos ou pares (2X) Uso de vídeos CDs (áudio do livro + música) Recurso audiovisual Acesso à internet e tecnologia Atividades em grupo ou duplas e que estimulem os alunos a conversarem, dividirem opiniões, refletirem sobre algum tema relevante e atual</p>